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ABSTRACT

A desire for greater accountability in the basic skills areas in the Wichita (Kansas) Public Schools led the board of education to establish a 58-member task force to study the situation. This document comprises the final reports of subcommittees in six areas of investigation: reading, mathematics, social studies, written composition, vocational education, and testing and evaluation. Each report responds to the following five charges made by the board of education: (1) study and report on current methods for measuring educational quality in the district; (2) report on the validity of current measurement tools and on how those tools can be improved; (3) state in quantitative terms what the current measurements reveal about the district's educational system; (4) recommend accountability goals that the district should seek over the next few years; and (5) determine who is responsible for qualitative education and what is being done to hold them accountable at each level in the district. Appendices include a program accountability model, a listing of resource materials, and minority reports. (Author/PGD)

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REPORT

OF THE

ADVISORY TASK FORCE FOR PROGRAM ACCOUNTABILITY IN THE WICHITA PUBLIC SCHOOLS

EA 014 643

WICHITA PUBLIC SCHOOLS
Unified School District #259

R E P O R T

of the

ADVISORY TASK FORCE FOR PROGRAM ACCOUNTABILITY IN THE WICHITA PUBLIC SCHOOLS

Submitted to the

SUPERINTENDENT OF SCHOOLS AND
BOARD OF EDUCATION

Prepared by
Subcommittees of Advisory Task Force for Program Accountability
in the Wichita Public Schools
Dr. A. W. Dirks, Chairperson

April, 1981

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PREFACE

ACCOUNTABILITY is a common term used in business and industry. During the early years of the decade of the seventies, accountability gained educational significance and took many forms in the Wichita Public Schools. Some of these efforts included Management by Objectives (MBO); Program Planning Budgeting System (PPBS); Evaluation of Context, Inputs, Process, and Product (CIPP); the development of behavioral objectives in the content areas; Performance Contracting in reading and mathematics; and the development of management documents in the federal Compensatory Education programs.

In response to the Board of Education, the members of the Advisory Task Force for Program Accountability and the chairpersons of various subcommittees deserve special credit for their intense work. They have proposed their own definition of "Basic Skills" and provided a sound process for accountability. The respective members are deserving of the gratitude of the public, the Board of Education, and the Administration of the Wichita Public Schools.

Dr. Alvin E. Morris
Superintendent of Schools

INTRODUCTION

Accountability in social services, medicine, dentistry, nursing, and public education has limitations not found in industry. There are no allowances for rejecting raw products (our children), nor for recycling defective parts (those who don't learn), nor for standardizing and using mass production techniques, as found in industry. Rather, accountability implies an acceptable level of performance by students, including the handicapped and including the gifted. It further implies that appropriate resources will be available to teachers and students to enhance their learning. Accountability in education recognizes a measure of professional autonomy and judgment in working with individual pupils and in the selection of appropriate materials. Accountability at the district level recognizes the institutional responsibility to maintain or seek higher standards when needed. It further implies a supervisory role of principals and central staff, to guarantee the best professional services for children through competent teachers. The elected Board, representing the public at large and parents in particular, has an accountability role to employ and to retain the most competent teachers and support staff through adequate compensation and desirable working conditions. Accountability reaches out to parents who must support the schools and to pupils who must attend regularly, if they are to learn adequately.

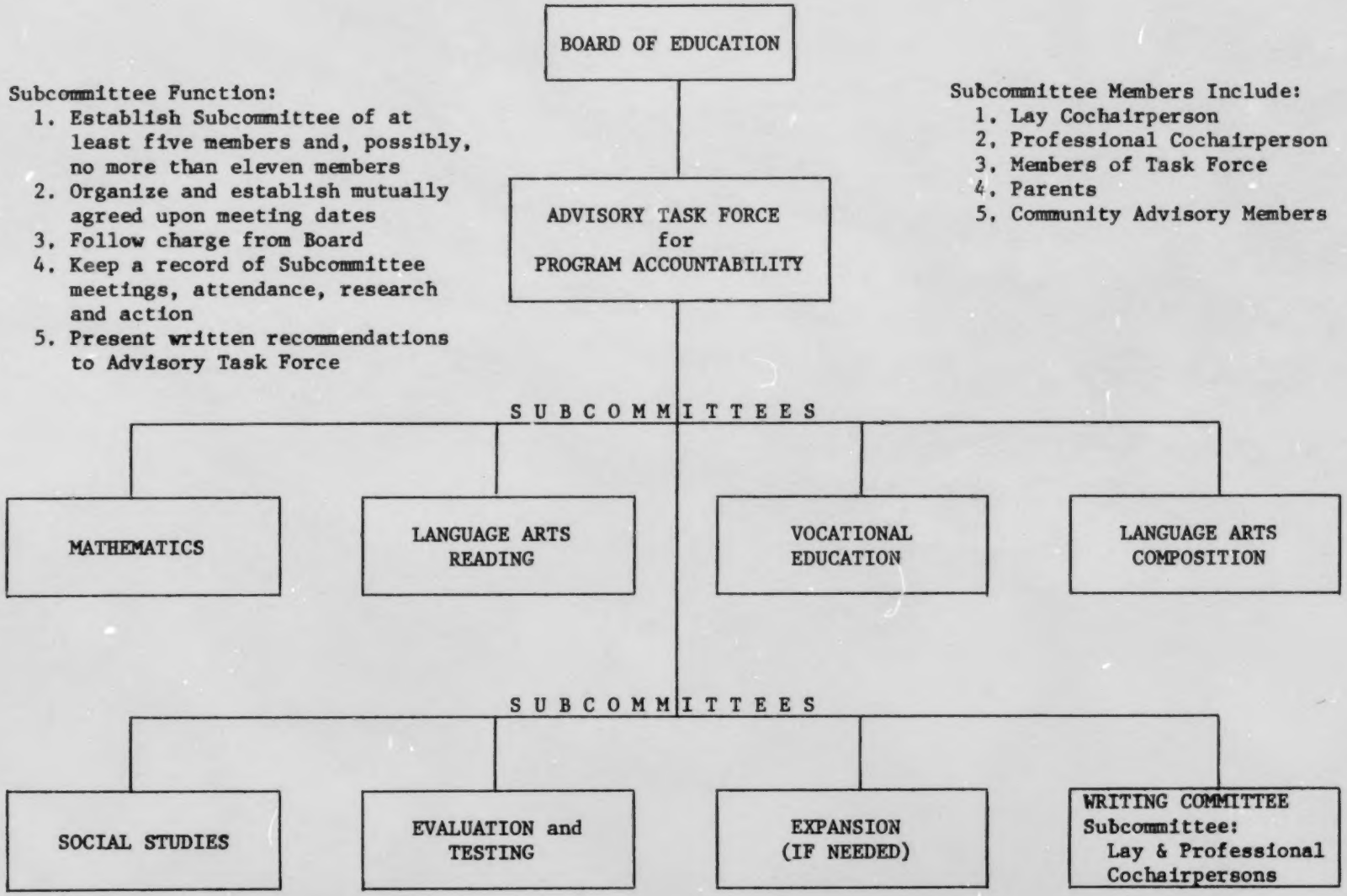
Accountability may take many forms. The Board of Education initiated a policy for the employment of new teachers for 1981-1982. A minimum proficiency is now required in the BASIC SKILLS. The Legislature instituted a statewide competency testing program for pupils in grades two, four, six, eight, and eleven, in April 1980, as part of the accountability for minimum skills. However, the Legislature failed to provide added resources for those pupils lacking the desired level of BASIC SKILLS in reading and mathematics. The parents and the public at large have responded to poll after poll (see Appendix E for Task Force responses) with a demand for more emphasis and a higher level of proficiency in BASIC SKILLS. The federal government responded fifteen years ago with a national priority, and with its largest educational program of remediation, in the BASIC SKILLS Title I reading and mathematics programs. Thus, accountability in the area of BASIC SKILLS is of long duration and very widespread.

The Board of Education initiated a request, in December 1979, for more accountability in the BASIC SKILLS, but it was not until February, 1980, that the Task Force was formed. It later was expanded, in March, to include a lay representative for each Board member. The respective subcommittees in the content areas expanded the number of lay persons and minority representatives, along with the main Task Force, to a total of fifty-eight persons. Eleven main meetings were held during the past year. Tens of additional hours were given for subcommittee hearings and presentations. The lay and professional cochairpersons and recorders gave untold additional hours. It is estimated that the Advisory Task Force for Program Accountability donated over 2,000 hours to this important topic.

The hearings and the reports followed the legislative model of open hearings and discussions, after thorough study by the subcommittees. It is important to note that each report is complete in itself and that each report also had the benefit of at least three months of hearings, reports, and revisions by the full Task Force before it was approved. Special recognition should be given to Mrs. Patricia (Pat) King as the direct representative of the Board who, in addition to her other public responsibilities, attended meetings and gave guidance to the Task Force.

Subcommittee Function:

1. Establish Subcommittee of at least five members and, possibly, no more than eleven members
2. Organize and establish mutually agreed upon meeting dates
3. Follow charge from Board
4. Keep a record of Subcommittee meetings, attendance, research and action
5. Present written recommendations to Advisory Task Force


BOARD OF EDUCATION
ADVISORY TASK FORCE for PROGRAM ACCOUNTABILITY
S U B C O M M I T T E E S
MATHEMATICS
LANGUAGE ARTS READING
VOCATIONAL EDUCATION
LANGUAGE ARTS COMPOSITION
S U B C O M M I T T E E S
SOCIAL STUDIES
EVALUATION and TESTING
EXPANSION (IF NEEDED)
WRITING COMMITTEE Subcommittee: Lay & Professional Cochairpersons

Subcommittee Members Include:

1. Lay Cochairperson
2. Professional Cochairperson
3. Members of Task Force
4. Parents
5. Community Advisory Members

WICHITA PUBLIC SCHOOLS
UNIFIED SCHOOL DISTRICT No. 259
WICHITA, KANSAS

BOARD OF EDUCATION

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CHARGE TO
ADVISORY TASK FORCE FOR PROGRAM ACCOUNTABILITY
IN THE WICHITA PUBLIC SCHOOLS

At the first meeting of the Task Force, Board Member Albert Kirk explained the Board of Education's Charge to the Task Force as being fivefold:

1. Study and report to Board of Education on methods currently used to measure the quality of education

2. Report the validity of the measurement tools presently being used and how they can be improved

3. State in quantitative terms what the current measurements reveal about the district's educational system

4. Recommend accountability goals in quantitative measures that the district should seek over the next few years

5. Determine who is responsible for qualitative education and what is being done to hold them accountable at each level within the district.

Mr. Kirk outlined six problem areas foreseen by the Board of Education that possibly could develop in the deliberations of the Task Force:

1. The need of narrowing the study down to certain selected objectives

2. Meeting the time lines

3. The largeness of the Task Force with diversified backgrounds and philosophies

4. Consensus, as possibly the biggest problem, on types of measurement to be used

5. Problem of changing the status quo (fear of the unknown)

6. Bottom line - the identification of school district strengths and weaknesses

WICHITA PUBLIC SCHOOLS
Community Education Center
1847 North Chautauqua
WICHITA, KANSAS 67214

January 8, 1981

Division of Curriculum Services
Reading Services Center

TO: A. W. Dirks, Chairperson, Accountability Task Force

FROM: Deloris Cox, Lay Chairperson, Language Arts/Reading Subcommittee
James Howell, Chairperson, Language Arts/Reading Subcommittee

SUBJECT: Accountability Report-Reading (K-12)

The Language Arts/Reading Task Force met on December 4, from 1:00-4:00 p.m. The following committee members were in attendance: Beverly Hatcher, Buckner; Americana Magness, Task Force member; Deloris Cox, Title I-Cloud; Elizabeth Donnell, Task Force member; Marian Kiser, Jefferson; and James Howell. The committee completed revision on the Accountability Report for Reading (K-12) for final approval at the December 11, 1980 Task Force meeting.

The Language Arts/Reading Subcommittee was guided in its deliberation by the five charges presented to the Task Force by Mr. Albert Kirk. The report design includes written response to each of the five charges with recommendations where appropriate.

Charge #1: Study and report to the Board of Education on methods currently used to measure quality of education.

These methods are listed below:

I. Basal Reading (K-6)

- A. Wichita Management System
- B. Teacher judgement (pupil performance in program-use of grade level expectancy checklists)
- C. Basal Mastery Tests-Houghton Mifflin and Competency Skills Tests-Economy Company
- D. Pre and Post Assessment Tests-Houghton Mifflin
- E. Creative writing
- F. Weekly Reader Tests
- G. Teacher-made Tests
- H. Pupil Evaluation Card

II. Title I Corrective Reading (2-6)

- A. Instructional Process Objectives
  1. Iowa Test of Basic Skills
  2. Metropolitan Achievement Test

3. California Achievement Test
4. Pupil Evaluation Card

III. Secondary Reading Improvement (7-12)

A. Everyday Skills Tests
B. Reading Improvement
   1. Data from Student Reading Record Card
   2. Iowa Test of Basic Skills
   3. California Achievement Test/C
C. Seventh and eighth grade reading expectancy checklists
D. Creative writing
E. Teacher-made Tests
F. Board Policy-Graduation Requirements
G. Wichita Reading Inventory
H. Student Grade Card

Charge #2: Report on the validity of measurement tools being used and how they can be improved.

The District Test Committee and the Evaluation Accountability Subcommittee are responsible for reporting on validity for standardized tests that are used in program measurement.

Charge #3: State in quantitative terms what the current measurements reveal about the district's educational system.

Test information was provided the subcommittee and was part of the reading program report to the Task Force. Information is available and is included in reports to the Board of Education. These include:

I. 1979-80 ITBS Results

II. 1979-80 Elementary School Results

A. Metropolitan Readiness Test
B. Metropolitan Achievement Test

III. Competency Based Education State Assessment Data

IV. Title I Evaluation Report

V. Proficiency Test Results

Charge #4: Recommend accountability goals in quantitative measures that the district should seek over the next few years.

Charge #5: Determine who is responsible for qualitative education and what is being done to hold them accountable at each level within the district.

The Reading Task Force has developed ten areas of concern and are submitting recommendations to the Accountability Task Force. The recommendations are in response to charges #4 and #5.

I. Reading Readiness Program

A. The subcommittee recommends that reading readiness criteria be established and implemented. Furthermore, it recommended that medically approved vision and audiometer tests be required of all students entering the Wichita Public Schools for the first time, and an ad hoc committee of eye and ear doctors be appointed to establish a plan of implementation (i.e., cost)

B. A structured reading readiness program will be adopted and implemented in all kindergarten classrooms in the district. Readiness skills will include: vocabulary; word analysis; reading comprehension; and study skills. The principal will certify that instruction in reading readiness be no less than 100 minutes per week. Program components will be provided as part of the textbook adoption.

C. Reasonable quantitative measures shall be determined, and students who are not ready for formal reading instruction at end of kindergarten should continue in a readiness program at the first grade level and be grouped accordingly for instruction.

II. First Grade Reading Program

Recognizing that by Board of Education policy one-third of the daily allocated time (120 minutes) is devoted to basic reading instruction, the subcommittee recommends that the first grade curriculum be focused on basic skills of reading, mathematics, listening, writing, and language development. Other instructional activities which are included within the instructional day in the first grade must be coordinated with or related to improving and maintaining the basic skills.

III. Improvement in Teacher-Pupil Ratio

The subcommittee recommends that the Board of Education continue the effort to reduce class size at the primary level (K-3) with the ultimate goal of 20:1 ratio per class.

IV. Reading in the Content Subjects

Reading is the main medium for learning and should be very closely integrated with other content subject areas. The concept of reading in the content subjects must continue to receive serious consideration and a more definitive operational plan be identified. The subcommittee recommends that all content subjects adopted by the district be cross-referenced to the adopted reading program and to the Student Reading Record Card (K-6).

V. Support Materials Used With Basal Reading Adoption

Historically, the reading adoption for the Wichita Public Schools has been limited to standard teaching materials. By definition, standard materials include: teacher's manual, student book, and workbook. Supplemental reading materials are purchased with per pupil budget allocation monies at the building level. Publishers of basal reading series are now including criterion-referenced tests as part of the instructional program. The tests are designed to measure competency in basic reading skills placed in the basal series. Student information derived from the criterion-referenced test can guide the classroom teacher in planning instructional activities, can be used to share with students and parents strengths and weaknesses in reading skills, and can be used at the building level to determine any changes needed in the skill program of instruction.

The subcommittee recommends that standard material include the criterion-referenced tests which accompany the adopted basal reader and that the cost be charged to the general budget. Students using the basal program will be required to take the appropriate criterion-referenced test as part of the teaching-learning process and as a measure of competency for basic reading skills. The cost of the tests will average approximately $ .75 per pupil per year.

The district also has responsibility to provide support materials for students who need high interest - low vocabulary books and reading improvement skill materials. An equitable plan for identifying, purchasing, acquiring, and distributing support material should be made a part of the budgeting cycle.

VI. Secondary Reading (7-12)

Traditionally, the terminal point for reading instruction for all public school students has been at the end of grade six. Needs assessment data from standardized tests and from student

instructional reading levels reveal that approximately one-third of the sixth graders are reading one or more grade levels below their grade placement when they complete the sixth grade. The subcommittee recommends that a student completing sixth grade whose instructional reading level is below 5.5 or whose G.E. reading comprehension score on the spring standardized test score is below the range of 5.7 - 6.0 be required to enroll in reading improvement in grade seven. A seventh grade student whose instructional reading level is below 6.5 or whose spring standardized test score is below the range of 6.7 - 7.0 would be required to enroll in reading improvement in grade eight. Staffing for reading improvement courses in grades seven and eight should be computed as part of each building's staff allocation. Junior high schools will need to adopt a seven period day in order to implement the above recommendation.

The subcommittee recommends an indepth study of the secondary reading program. A comprehensive program plan should be developed and written by an ad hoc committee composed of secondary reading teachers, content-area teachers, and lay persons. The plan should include programs for reading improvement and for improvement in the reading study skills for all students.

VII. A Communication "Blitz" to Stress the Importance of Reading and of Reading for Recreation

The term communication "blitz" means the getting of information to parents concerning ways to help their children with school work at home. There is sufficient evidence to show that there is a relationship between the quantity and quality of reading done outside the classroom and improved reading achievement and success in reading. The Right-to-Read efforts of the 1970's revealed that the problem of students and adults who could read and didn't was as great as students and adults who were classified as reading illiterates. The subcommittee recommends that the Board of Education go on record as approving the concept of a communication "blitz" to stress the importance of outside the classroom reading and success in school.

Examples of communication "blitz" may include:

The concept of a "Parent Page" in the "new" Eagle Beacon could be promoted. This page might contain information about what each grade is teaching at each level. Information could be provided about what is going on in classes across the city. Perhaps school papers could be utilized at each building...with the Eagle Beacon providing more detail.

Information could be made available to the parent in certain "spot" commercials. In addition to general knowledge, information could be provided about nutrition and the importance of spending time with the student. These commercials could emphasize the importance of spending time together as a family, reading good books, and sharing ideas and experiences. Busy life styles often cause children to be pushed aside.

Some parents might feel at a loss at the high school level. The communication "blitz" will need to provide added emphasis to get the parent of a secondary school student involved. Parent group conferences in secondary school attendance centers can be scheduled so teachers can explain what will be expected of students for the year. This too could be reinforced with some "spot" commercials.

The home learning experience is important. This is one way the committee is suggesting that parents be reached to get them involved in the day-to-day development of their children's growth. Perhaps people need to be "blitzed" with the knowledge that our school systems are so large that parents are going to have to get more involved. The "blitz" concept should be coordinated through the Office of Communications, USD #259.

VIII. Improving Parent Involvement in the Schools

Public school administration, local Boards of Education, current literature in education, and the public in general are beginning to recognize the factor of parent involvement in schools and improvement of reading achievement.

A. The subcommittee has discussed this issue, to some degree, at all meetings. Therefore, it is recommended that the Board of Education designate this issue as one of the major educational goals for the 1981-82 school year.

B. The subcommittee also recommends that the Board of Education:
   1. Authorize the establishment of a Volunteer Advisory Council composed of interested community lay persons

and educators representative of (K-12) school organization.

2. Require each school attendance center to develop a plan to increase the level of parent involvement.

3. Increase the budget for the Volunteer Coordinator in order to fund a full-time program effort. This would include certificated and classified personnel, routine office expense, and monies for training materials.

4. Establish an incentive program at the building level. Allocate additional budget monies to buildings who show an increase in reading achievement (i.e., BOE vandalism prevention incentive). Guidelines for implementing will need to be developed.

5. Approve staff development and inservice activities designed to increase the concept of improving parent involvement.

6. Require administrators and staff to participate in both "awareness" activities and "how to" sessions.

IX. Inservice Training Models

A. The subcommittee recommends:

1. That all newly employed elementary teachers and seventh and eighth grade reading teachers be required to attend preservice training in the Wichita Developmental Reading Program. Activities will include orientation for the basal reading program, use of Wichita Management System, individualizing reading instruction, and techniques for reading in the content subjects. New teachers will be given the opportunity to enroll in the preservice activity with graduate credit.

2. In accordance with BOE - P4217.01, all certificated teachers who are evaluated as "Consistently Unsatisfactory" in classroom reading program (Evaluation Criteria #III) will be required to participate in an inservice activity in teaching reading. The activity will be designated as part of the plan of assistance to help the employee achieve at least a "Consistently Satisfactory" level of performance.

X. Supervision and Administration of the Reading Program

Recent research results stress the importance of administrative leadership in the improvement of a building reading program. Based on research findings and the related committee discussions on this issue the consensus was that administrators must be more knowledgeable about the classroom instructional program. The subcommittee makes the following recommendations in order to accomplish the goal of improved supervision and administration of the reading program.

A. Building administrators place a priority on improved teaching of reading at the building level. This implies that when disruptions in the daily schedule occur, reading will be rescheduled sometime during the day.

B. Building administrators be required to take general reading workshops which include techniques for evaluating the teaching of basic reading skills.

C. Program coordinators be directed to assume greater responsibility for program implementation with the school district.

D. Program coordinators should have more direct input on the employment of teachers and be consulted on teacher competency in program areas.

E. Classroom teachers and support personnel should have a part in the evaluation of the building administrator's role in the improvement of the reading program. Standardized procedures for the evaluation process should be developed cooperatively with input from central administration, classroom teachers, and building administrators.

SUBJECTS PREVIEWED BY THE MATHEMATICS SUBCOMMITTEE

The following aspects of the mathematics curriculum were studied by the Mathematics Subcommittee on Accountability:

1. Comparison of Wichita School District's per pupil costs with other comparable school districts. Wichita ranked 16th by enrollment but 19th by per pupil costs of the 24 school districts compared.

2. Per cent of pupils in Wichita receiving free or reduced lunches for the last several years. (Low income concentrations relate to low pupil performance.) The percentage has increased from 19.4 in 1974 to 24.4 in 1980.

3. Alternative school comparisons - no significant findings.

4. Comparison of mathematics credits required for graduation by comparable school districts. Majority of the school districts require one unit for graduation, the exceptions being Tulsa and St. Louis which require 2 units. St. Louis strongly recommends that their college-bound students take 3 units. Shawnee Mission school district has requested their board to change their requirements to 2 units.

5. Teachers and paraprofessionals evaluation procedures were discussed.
   A. BOE policy sets forth the following information regarding teacher evaluations:
      1. Two each year during the first two consecutive years of employment.
      2. One each year during the third and fourth consecutive years of employment.
      3. One every three years after the fourth consecutive year of employment.
      4. One during the first year after being transferred or returning from a leave of absence.
   B. BOE policy sets forth the following information regarding paraprofessional evaluations:
      1. Performance ratings are required upon completion of the probationary period and at regularly scheduled anniversary periods depending upon the individual classification and previous ratings.

2. An employee who remains on the same assignment and whose overall evaluation rating exceeds expectations for three consecutive anniversary periods will be placed on a three-year evaluation plan.
3. An evaluation may be requested by the supervisor at any time during the three-year period for the purpose of identifying a decline in the effectiveness of the employee's work.

C. Under the new evaluation plan, the employee and employer establish short-range and long-range goals for the professional improvement of the employee.

6. Educational backgrounds of the secondary mathematics teachers were previewed. It was found that sixty-seven per cent of the teachers had at least a masters degree.

7. Various accountability features of the Secondary Mathematics Remediation Program were discussed. Those include:
   A. Board of Education Policy on minimum standards in reading and mathematics. (Students must pass minimum competency tests before they can graduate.)
   B. A list of the minimum proficiency objectives required for graduation.
   C. Individualized record-keeping form (Concept Skill Checklist) used in the minimum proficiency program.
   D. Reports utilized in the minimum proficiency program.
      1. Weekly log by Coordinator of MIPs.
      2. Monthly accounting of the number of students in the remediation program and how many have been remediated by school.
      3. Semester and yearly summary of the number of successful remediations in the minimum proficiency program by school.

8. Board of Education policy on time allotments for each grade level. The amount of time that each teacher must allocate for mathematics instruction weekly. The weekly allotments are 50 minutes for kindergarten math, 225 minutes for Grades 1, 2 and 3, and 275 minutes for Grades 4, 5, and 6.

9. Organizational flow charts were discussed as follows:
   A. Administration of Instructional Programs
   B. Operation of Secondary Schools

C. Operation of Elementary Schools

D. Mathematics Education

They establish lines of responsibility.

10. Enrollment statistics for the years 1964-1980. The statistics reveal a steady decline in the student population. The enrollment in 1964 was 69,140 students. The enrollment in 1980 is 45,600.

11. Ratio of average daily attendance to average daily membership statistics for the years 1969-1980. The statistics reveal better attendance at the lower grades, a big drop in attendance from 6th grade to 7th grade. The system average is rising but is below the state and national averages. In 1969-70, the system average was .9083 and the national average was .935. In 1978-79, the system average was .9125, state average was .937 and national average was .936.

12. Distribution of the per cent of students receiving grades A, B, C, D, and F in mathematics classes for junior high and senior high school students. The high school statistics reveal that in 1963 students received 12.7% A's and 4.3% F's; while in 1980, they received 20.7% A's and 8.4% F's. The junior high school statistics in 1968 indicated that 12.3% of the students received A's and 6.2% received F's; while in 1980, they received 15.8% A's and 13.5% F's. The per cent of A's has increased at both levels but so has the per cent of F's.

13. A comparison of the mathematics curriculum for the years 1967, 1971, and 1980 was discussed. In 1967, there were 12 different courses offered for mathematics credit in the junior and senior high schools. In 1980, there are 22 different courses offered for mathematics credit, two of which are offered only in one school.

14. The textbook selection process was discussed. Teacher committees develop criteria check sheets that reflect the mathematics objectives of the district. These check sheets are used by a textbook selection committee to rate the merits of prospective new textbooks.

15. The Wichita Mathematics Objectives Guide was reviewed by the committee. The guide indicates the grade level mathematics concept expectations for

students in the Wichita Public Schools. The achievement of grade level objectives is another measure of accountability.

16. The management system used for Title I elementary mathematics instruction was presented to the subcommittee. The program has several measures of accountability.
    A. An individualized skill checklist is utilized to keep track of each student's mathematical concept development.
    B. A set of process objectives is used to monitor the progress of the program. The set is written in chronological order.
    C. Specific performance objectives have been written for each grade level.
    D. The success of the program toward achievement of these objectives is measured by a standardized test being administered at the beginning and at the end of the school year.
    E. Students are selected to receive special Title I mathematics help if they are below grade level with respect to their mathematics ability. This is documented by their score on a standardized test or by tests developed by the classroom teacher.
    F. Math-o-grams indicating the concept areas that individual students need to strengthen are sent home to their parents at the end of each quarter and at other times as deemed appropriate by the classroom teacher. Parents complete the bottom half of the form and send it back to school indicating that they have received and understand their child's need.

17. The mathematics results from standardized and non-standardized tests were studied by the subcommittee. The standardized tests included Iowa Test of Basic Skills, California Achievement Test, ACT and SAT tests. The non-standardized tests included the Every Day Skills Test and Computational Skills Test used in the testing of minimum competencies. Results of these tests can be found later in this report.

ANSWERS TO BOE CHARGES - MATHEMATICS SUBCOMMITTEE

I. Study and report to the BOE on methods currently used to measure the quality of education.

A. Standardized Tests

1. All Students

a. Metropolitan Readiness	Grade 1
b. Metropolitan Achievement	Grade 2
c. Iowa Test of Basic Skills	Grades 3-6, 9

2. Selected Students

a. Title I

(1) California Achievement Test	Grades 2-8

b. High School

(1) ACT	Grade 12
(2) SAT	Grade 11

B. Non-Standardized Tests

1. All Students - Minimum Proficiency

a. Every Day Skills Test	Grade 8
b. Computational Skills Test	Grade 8
c. D.C. Heath Chapter Pretest, Post test	Grades 1-6
d. Teacher-made Tests	All Grades

2. Selected Students

a. Title I

(1) Locally Developed Criterion Referenced Tests	Grades K, 1

C. Other Methods Used

1. Title I Elementary Mathematics Program (Involves 34 elementary buildings.)

a. A list of process objectives has been written to serve as a guide in monitoring the progress of the Title I Elementary Mathematics Program. The process objectives are written in chronological order to allow for ongoing check points for the flow of the Title I Mathematics Program activities.

b. Specific performance objectives are written for each grade level. Standardized tests (California Achievement Tests) are administered pre and post to determine whether or not those objectives have been attained.

c. Math-o-grams are sent home at the end of each quarter to parents. The math-o-grams indicate the skills their children are currently working on in the classroom and which ones they still need to practice. Parents complete the bottom half of the form and send it back to school indicating that they have received and understand their child's need.

d. Monthly reports are submitted by the Special Mathematics Teachers involved in the Remediating Individual Deficiencies Program (RID), specifying the number of children participating in the program and how many of the ten computational skill objectives of the program they have mastered. A composite report of the RID data is then prepared and shared with the Title I Mathematics Task Force.

e. The Title I Mathematics Task Force, composed of Title I parents, Title I math staff and principals, meets monthly beginning in November to preview and monitor the progress of the Title I Elementary Mathematics Program.

2. Secondary Mathematics Remediation Program (Involves all secondary schools.)

a. An individualized concept skill checklist is maintained for each student in the secondary remediation program. This concept skills checklist provides a profile of the student relative to the minimum competencies that the student has mastered and which ones he/she has yet to master. The classroom teacher signs the checklist after students successfully pass the minimum proficiency test.

b. Each school completes a monthly report as to how many students from their school are currently participants in the Secondary Mathematics Remediation Program and how many have been remediated.

c. A composite report by school for all schools in the district is prepared each month to indicate system data relative to the number of students in the remediation program and the accumulated total of remediations.

d. A semester and yearly summary report is prepared to indicate the per cent and number of students at each school in the district who have been remediated as compared to those enrolled at the beginning of the school year.

e. A computer printout is prepared three times a year to provide staff with an updated list of those students who are required to be enrolled in a remediation program.

3. Reporting to Parents

a. Report cards are sent home at the end of each nine weeks to inform parents of their child's achievement in school.

b. Open Houses are held to allow parents an opportunity to learn about their child's school and the curriculum it has to offer.

c. Individual Parent-Teacher Conferences are held in the elementary schools to discuss the progress of each student.

d. Some elementary schools conduct Group Conferences to explain their program to parents.

II. Report the validity of the measurement tools presently being used and how they can be improved.

The response to this charge will be given by the subcommittee on evaluation.

III. State in quantitative terms what the current measurements reveal about the district's educational system.

A. The Iowa Test of Basic Skills results for the past year (Spring, 1980) indicate a reversal of the downward trend of mathematics achievement in Grades 3, 4, 5, 6, and 9. Every grade level had an increase in its rank. The grade equivalent score increase was .1 for grades 3, 4, 5, and 9; .2 for Grade 6. The grade equivalent scores were the highest they have been in the last six years.

B. The state-wide competency test results have shown that the mean scores for Wichita students on all levels were slightly below the mean score of all students in Kansas who took the test. Comparisons of the mean scores at the various levels are as follows:

Grade	Wichita	Kansas
II	94.5	94.5
IV	66.7	71.8
VI	69.6	71.5
VIII	66.3	67.6
XI	51.0	52.6

Considering the large urban school district composition of our student population, the results should be viewed positively.

C. The average score for Wichita students on the SAT test was 77 points higher than the national average: 544 to 467; however, this represents a decline of 18 points over the previous year.

D. The 1979/80 ACT scores for mathematics have shown a reversal in the trend of declining values. The most current data reveal that Wichita students scored higher than the state and the national averages, i.e., Wichita, 17.7; Kansas, 17.4; and National, 17.4.

Conclusion: If you analyze the most current data available on the standardized tests administered to students in the Wichita Public Schools, you see some very positive results. The spiral of declining scores has been "sidetracked" in all tests with the exception of the SAT where we are still above the national norm. Let us hope this will become a trend and we will continue to improve in the future.

IV. Recommend accountability goals in quantitative measures that the district should seek over the next few years.

A. It is recommended that the Wichita mathematics objectives listed for each grade level in the Wichita Mathematics Objectives Guide be computerized so that data can be gathered on pupil performance.

B. It is recommended that a goal be established of eighty per cent of the students in Grades K-6 will master eighty per cent of the objectives listed in the Wichita Mathematics Objectives Guide for their grade level as shown by computer graded criterion referenced tests.

C. It is recommended that a goal be established of ninety per cent of the eighth grade students who failed to meet the minimum proficiency requirements on their initial minimum proficiency examination will successfully meet the requirements by the end of their ninth grade year. By the time they are seniors, one hundred per cent should meet minimum standards.

D. It is recommended that a goal be established to maintain or improve the standardized test scores by students in the Wichita Public Schools. These tests include the following:

1. ACT *
2. SAT *
3. ITBS
4. Metropolitan Achievement
5. Metropolitan Readiness

* NOTE: The ACT and SAT tests are not system-wide achievement tests. Since the 1974/75 school year, fewer than 150 seniors were tested each year for the SAT test. The results of the tests are used as predictors of probably success by the student during his/her first year in college; therefore, they should not be used as a measure of accountability for the district.

E. It is recommended that appropriate standardized tests be selected and administered to students in Grades 7, 8, and 10. Results of these tests will provide additional information about the mathematical knowledge of students at these levels.

F. It is recommended that all students who graduate from the Wichita Public Schools have a minimum of two units of mathematics. It is suggested that college bound students take a third unit. It is further recommended that one of these units be completed in the eleventh grade.

G. It is recommended that all students, Grades K-6, who score below the 30th percentile on their standardized tests or have not successfully mastered their grade level mathematics objectives expectations be given special mathematics help.

V. Determine who is responsible for qualitative education and what is being done to hold them accountable at each level within the district.
(See attached Accountability Model)

ACCOUNTABILITY MODEL

Accountability Goals	Student		Parent		Teacher	
	Function	How Accountable	Function	How Accountable	Function	How Accountable
80% of students in grades K-6 will master 80% of objectives listed in the Wichita Mathematics Objective Guide for their grade level.	To be at school every day. To learn the objectives listed in the Wichita Mathematics Objectives Guide for their grade level.	Record of attendance. Computer printout of the per cent of objectives mastered by each student.	See that their children attend school each day. Stress importance of learning mathematics objectives. Provide tutorial help at home.	Record of their child's attendance. Record of their child's performance.	Provide appropriate instruction to meet needs of students and see that Wichita Mathematics Objectives are mastered. Provide or recommend special help for students not mastering the objectives.	Computer printout of the per cent of objectives mastered for their students. Classroom visitation by Building Principal and/or the District Mathematics Coordinator.
Maintain or improve the standardized achievement test scores for Wichita students. These tests include ITBS, MAT and MRT. This will reverse the trend of past years.	To be at school every day. To learn as many mathematics skills and concepts as possible.	Record of attendance. His/her standardized achievement test results	See that their child attends school each day. Stress importance of learning mathematics skills for everyday living and career opportunity.	Record of their child's attendance. Standardized achievement test results for their child.	Provide mathematics instruction in such a way that their students will gain understanding and proficiency of mathematical skills.	Standardized achievement test results (individually and by class).
90% of the 8th grade students who failed to meet the minimum requirements on their initial minimum proficiency examination will successfully meet the requirements by the end of their 9th grade year. By the time they are seniors, 100% will meet standards	To be at school every day. To learn as many mathematics skills as possible.	Record of attendance. Individualized skill checklist of skills. Minimum proficiency examination results. Students do not graduate unless they pass the test.	See that their children attend school each day. Stress importance of learning the skills needed to pass the minimum proficiency examination.	Record of their child's attendance. Record of their child's minimum proficiency test results.	See that students not meeting the minimum requirements are given remediation instruction appropriate to their needs.	Computer printout of those students from the teacher's class who have not met minimum proficiency requirements.

ACCOUNTABILITY MODEL

Principal		Department Coordinator		District Coordinator		Director of Curriculum	
Function	How Accountable	Function	How Accountable	Function	How Accountable	Function	How Accountable
See that their teachers are: emphasizing the Wichita Mathematics Objectives in the classrooms, following BOE policy on time allotments, using adopted texts and utilizing their time effectively. Schedule meetings with teachers to review objectives mastered or those that need re-teaching. Review building level mastery of objectives as compared to district averages, giving attention to all other comparative data.	Computer printout of the per cent of the objectives mastered by the students in their building. Building visitations by Director of Elementary Education and/or District Mathematics Coordinator. Standardized achievement test results (Building level and by teacher.)	Not applicable at Elementary level. See that teachers in the mathematics department have everything they need to provide a quality mathematics program. (Textbooks, supplies and teaching aids.)	Not applicable at Elementary level. Standardized achievement test results (By department.)	See that textbooks are selected that stress objectives listed in the Wichita Mathematics Guide, teachers are given proper inservice training on their use. Provide assistance to principals and teachers in implementing a successful mathematics program in their school. This will include inservice, guides and teaching materials.	Computer printout of the per cent of objectives mastered by students in the district. Standardized achievement test results (By district.)	See that the curriculum is appropriate for Wichita students, policies for classroom instruction are appropriate. See that the curriculum for mathematics meets the needs of Wichita students.	Policies, curriculum guides, district-wide printout of objectives mastered. Standardized achievement test results (By district for mathematics.)
Make sure teachers are following BOE policy P6328.00 on minimum standards in Reading and Mathematics. Provide leadership necessary to remediate all students in his/her building who have not met minimum requirements.	Computer printout indicating students in the school who have not met minimum requirements. Monthly progress report on how many have not yet met minimum standards of each secondary school.	Make sure teachers in his/her department are providing instruction that will enable the students to learn the survival skills necessary for everyday living.	Computer printout indicating students in the school who have not met minimum requirements.	See that district-wide math objectives include those found on the minimum proficiency exam, textbooks are selected that reflect these objectives, teachers and paraprofessionals are given proper inservice training and the proper equipment and materials are available for use in the remediation program.	Computer printout indicating students in the district who have not met minimum requirements. Monthly progress report on how many students in the district have not met minimum requirements.	See that policy on minimum standards in Reading and Mathematics is being followed.	Computer printout indicating how many students in the district have not met minimum requirements. Yearly report on progress of the secondary remediation program.

REPORT

Advisory Task Force on Program Accountability

SOCIAL STUDIES

(A priorities concerns list was adopted by the committee in early August and has served us well as a guide in our deliberations. However, in the course of those deliberations we have each learned more about the system and its problems. Consequently this report will not slavishly follow that point-by-point list but will address itself to a combination of early priorities concerns and concerns that evolved in the course of our deliberations.)

SOCIAL STUDIES

Advisory Task Force on Program Accountability

Outline

I. Board of Education Charges

II. Testing
  A. Current
  B. Recommendations

III. Curriculum Organization
  A. Eighth Grade Citizenship
  B. Ninth Grade - First half U.S. History
  C. Tenth Grade - Second half U.S. History
  D. Senior High - World Studies (Required)
    1. Add one/half unit of Social Studies for Graduation

IV. Physical Tools
  A. Nystrom Program
    1. Map and Globe Skills
    2. Primary Grades
    3. Junior and Senior High
  B. Current Events Material
  C. Cross reference Social Studies with Reading Course

V. Teacher Preparation and Inservice Training
  A. College Requirements - Senior High
  B. Coaching and Social Studies
  C. College Requirements - Junior High
  D. Inservice training for Multiethnic and Multicultural material

VI. Program Coordination and Implementation
  A. Coordinator Time
  B. Job Description
  C. Principal Evaluation

VII. Final Recommendations
  A. Parental involvement
  B. Pupil/Teacher ratio

The charge given the task force, and to which we here respond, is as follows:

1. Study and report to the Board of Education on methods currently used to measure the quality of education.

2. Report the validity of the measurement tools presently being used and how they can be improved.

3. State in quantitative terms what the current measurements reveal about the district's educational system.

4. Recommend accountability goals in quantitative measures that the district should seek over the next few years.

5. Determine who is responsible for qualitative education and what is being done to hold them accountable at each level within the district.

The first sections of our report, TESTING and CURRICULUM ORGANIZATION, address themselves to items one and two of the charge. The absence of a system-wide test covering the full range of social studies skills precludes a meaningful answer to items three and four. Only when a measuring instrument such as we recommend in the TESTING section of our report has been created and put to use will it be possible to look at quantitative evaluation and to the establishment of quantitative goals. Further, if a uniform test is to be valid there must be a uniformity in the sequence and content of instruction. Our recommendations to this end follow in the CURRICULUM ORGANIZATION section.

We found the question of responsibility, item 5, to be the most complex and challenging part of our task. To the question "who is responsible?" the answer must be the teacher, the social studies coordinator, the principal, the parent and the Board of Education. In one way or another each of these is dealt with in the sections on PHYSICAL TOOLS, TEACHER COMPETENCY AND ADMINISTRATION.

TESTING

We now use three system-wide testing instruments in social studies, the Iowa Test of Basic Skills which, in the area of social studies, measures only map and globe skills, and the ACT and SAT, which are taken primarily by the college-bound students. The ACT is taken by the largest group of students.

The district-wide composite grade equivalent for the map and globe skills section of the ITBS, administered at the sixth grade, eighth month in both 1978 and 1980 revealed a one-month increase. When composite scores, school by school, are compared, it was noted that locally 39 schools fell below the average composite grade equivalent of 6.8 in the map and globes skills area. The composite grade equivalent for the lowest elementary school building scores in USD 259 are at the 25th percentile level nationally.

ACT test scores in social studies over the past ten years have shown a general decline until 1978, falling from 20.2 in 1969 to 17.1 in 1978. ACT social studies scores have risen, however, over the past year from 17.1 to 17.6 (on a scale of 1-36), the greatest gain over the same period in any subject area. USD 259 women's ACT scores reflect an inordinately wider variance of mean scores than men (16.7 for women and 18.7 for men). These differences reflect a wider variance than national differences (16.2 to 18.2 nationally).

We do have an excellent, detailed setting forth of social studies skills and competencies grade-by-grade and in some instances course-by-course in the "K-12 Social Studies Learning Outcomes," prepared by our own K-12 Curriculum Committee this year (1979-80). In order that a uniform and effective measure be made available system-wide we recommend that the following steps be taken:

1. Develop and implement the goals and objectives as set forth by the K-12 Curriculum Committee in "K-12 Social Studies Learning Outcomes."

2. Build, by teacher input, a testing instrument covering course content and basic skills as set forth in the "K-12 Social Studies Learning Outcomes," to the extent that the course content in basic skills can be measured by a testing instrument.

3. Encourage teacher awareness and competence through inservice training on established goals and objectives.

CURRICULUM ORGANIZATION

In the interest of establishing some uniformity of course content and cohesiveness of sequence we recommend the following reorganization of social studies courses and requirements:

1. If the present 6-3-3 grade level configuration is maintained, Citizenship should be a required course in junior high school and should be taught at the eighth grade level. This course should include a strong economic education component. We further recommend that our own school people, teachers and curriculum specialists, write the course guide and activities for this course.

2. To eliminate the existing two year "gap" between courses in United States History, the first half of the U.S. History course, now taught in the eighth grade, should be taught in the ninth grade and the second half of that course, now taught in the eleventh grade, should be taught in the tenth grade. We further recommend the institutionalization of an ongoing textbook coordination in U.S. History between junior and senior high school (9th and 10th grade).

3. The adoption of a required citizenship course at the eighth grade level and the first half of the U.S. History course at the ninth grade level will mean negligible enrollments in the world history course in junior high school. We therefore recommend that world history be taught in senior high school as a part of a required "world studies" elective package. This would add 1/2 unit to the social studies requirement for high school graduation. This would also mean that, instead of the current high school (grades 10, 11, and 12) social studies bloc consisting of 1 unit of U.S. History, 1/2 unit of government and 1/2 unit of social studies elective, the student would be required to take 1 unit of U.S. History, 1/2 of social studies elective, excluding the required 9th grade U.S. History course. A total of 2½ units would then be required for graduation (grades 10-12), rather than the present 2 unit requirement that includes electives taken in the 9th grade.

We strongly support the current policy of community representation in the textbook selection process.

Implementation of the above changes would require no substantive changes in the K-12 Learning Outcomes, only some minimal organizational rearrangements. We recognize that more staff will possibly be needed to teach the required citizenship course in junior high school and less staff would be needed for world history in junior high school should these changes be put into effect. The cost factors would also involve textbook costs and inservice training of staff.

PHYSICAL TOOLS

In the interest of establishing some uniformity in the mastery of map skills, we have a responsibility to the teacher, namely the provision of adequate physical tools for teaching map skills uniformly throughout our school system.

The full Nystrom Program is needed in 32 Wichita elementary schools as of this date. The other elementaries have either all or bits and pieces of the program. These partial and full programs have come from a variety of sources of funding: PTA, Principal Allocation, Dr. Charles Thompson, Title IVB, Dr. Dean Stucky, and fund raising events. Most of the remaining schools are either too small, have no PTA, or for other reasons are unable to have this program without other means of assistance.

The cost of this program if purchased prior to January 31, 1981, will be at 1979-80 prices, which officially ended October 1. The amount required to provide all elementary schools in USD 259 with a full program is $51,183. If, however, this funding cannot become available until 1981, the cost of the same material will be $56,108.

To upgrade map and globe skills materials in the junior high schools to minimal standards an additional expenditure of $27,514 (1979-80 prices) will be required. (1981-82 prices = $30,026)

In addition to these needs, our data also reveals the necessity of an expenditure of $2,708 to upgrade the maps and globes in the eight senior high schools. (1981-82 prices = $2,951)

Supportive data is appended.

We recommend that inservice training on the Nystrom materials be made mandatory for teachers at all levels K through 6 and for elementary school principals as well. We further recommend that K through 6 social studies texts be cross referenced with the Nystrom materials.

The physical tools necessary for the teaching of current events consist largely of periodicals. Funds should be provided for newspapers and magazines for classroom use in senior high school current events courses in an amount comparable to the cost of textbooks in other courses. By virtue of the swiftly changing nature of the subject matter, current events courses cannot use a textbook, thus media publications become their texts and should be provided. A brief survey of the materials available in elementary and junior high schools indicates that current materials avaiable are adequate for the task.

In the interest of relating reading skills more closely to social studies course content we recommend that social studies skills as set forth in the "K-12 Social Studies Learning Outcomes" be cross referenced with the reading "skill card."

Supportive materials, including audiovisual aids, are currently correlated with the newly-adopted K-6 social studies program. This provides a completely integrated program, and we strongly urge that this practice be continued for future textbook adoptions.

TEACHER PREPARATION AND INSERVICE TRAINING

In the area of teacher preparation and inservice training the committee has four major recommendations:

1. We recommend that the Board of Education require that each senior high school social studies teacher have had 12 hours of course work in the specific subject in the social studies that he or she is assigned to teach. This is already the case with history and government. We recommend that it be extended to the other subjects.

2. Social studies should be taught only by those whose primary emphasis and training lies in the area of social studies.

3. We recommend that the Board of Education require that each junior high school social studies teacher have had at least three hours of credit in the specific subject in social studies that he or she is assigned to teach, either as a part of or in addition to the present requirement of 15 hours in the social studies that is necessary for junior high certification.

4. We recommend that inservice training on multiethnic and multicultural material in social studies should be made mandatory for all teachers of social studies at all levels, K through 12, for, until teachers have been trained to implement these materials in the classroom, the utilization of such materials will be necessarily limited.

PROGRAM COORDINATION AND IMPLEMENTATION

We believe that released time, coordinator time, for senior high school social studies program coordinators is essential to the maintenance of a sound program, and this should not be pegged to the size of the department. Coordinator time for junior high school social studies coordinators was not felt to be necessary, but a job description delineating the responsibilities attendant upon that position is needed to insure uniformity.

Social studies coordinators are regularly evaluated by their principals as a matter of standard practice. We would like to see some formalized evaluation of the principals carried out on a regular basis by the teachers in their schools, with the stipulation that the principal be provided with a copy of that evaluation and sufficient lead time to prepare a response before the evaluation, and his response, are delivered to the Board of Education. This would be most useful to the Board in keeping a running check on the implementation of some uniformity in all programs.

We recommend that at all levels, special emphasis be placed upon informing parents of the goals and objectives of courses in social studies. We further recommend that expectations of what a child is able to achieve and learn have the highest priority from all concerned. This environment must be preserved by challenging each student, good discipline, informed, well-trained teachers, and a healthy school environment.

We urge that the ongoing effort to achieve an optimum pupil/teacher ratio be kept high on the list of Board priorities, not only for the benefit of social sciences but for all programs.

Through all of our deliberations we have been profoundly disturbed by the fact that line authority for all curriculum coordinators is lacking. Our task was to develop accountability, but accountability cannot be demanded without authority being assigned. Input into the budgetary process at all levels on the part of curriculum coordinators is imperative. We further believe that curriculum coordinators should be directly involved in the selection of teachers and departmental coordinators in each of the several secondary schools.

ADDENDA

SCHOOLS NEEDING FULL NYSTROM PROGRAM

Booth	Jefferson
Cessna	Knight
Chisholm	Linwood
Cleveland	McCollom
Earhart	Mueller
Emerson	Park
Enterprise	P.V. Elementary
Field	Riverview
Garrison	Seltzer
Greiffenstein	South Hillside
Griffith	Sowers
Harris	Stearman
Harry Street	Wells
Hyde	Wilson
Ingalls	Woodland
Irving	Woodman

The cost for each school would be $1,837.80 to obtain a full Nystrom Program during the 1980-81 school year.

* *

NYSTROM WHERE AND WHY PROGRAM
(Components)

AMOUNT	TITLE	80-81 Price	81-82 Price
1	MM100 - Maps Show the Earth	$ 195.00	$ 215.00
1	WW1000 - Where & Why	285.00	285.00
1	Diagnostic Test	Complimentary	40.00
3	Readiness Globe	162.00	183.00
7	S.R. Globe	378.00	427.00
1	U.S. Raised Relief Maps (5)	198.00	218.00
1	World Raised Relief Maps Set	198.00	218.00
1	World Raised Relief Maps Set	198.00	218.00
1	Readiness Combination	98.00	108.00
1	U.S. Sculptural Relief Map	82.00	92.00
1	Map Symbols Chart	133.00	147.00
1	Planetarium	63.00	69.00
1	Desk Outline Mollweide Proj.	22.90	25.50
1	Desk Outline Mercator Proj.	22.90	25.50
	(Per School) TOTAL	$ 1,837.80	$ 2,054.00
	32 Full Programs TOTAL	$58,809.60	$65,728.00

If purchased this year it would mean a saving of $6,918.40

	Pleasant Valley	Robinson	Mead	Curtis	Hadley	Allison	Truesdell	Hamilton	Mayberry	Roosevelt	Coleman	Marshall	Wilbur	Brooks	Jardine	Horace Mann	Total	Unit Price	Extended Price
39-376 SR Globes	4	3	5	5	6	5	5	3	4	3	4	3	7	5	5	3	70	54.00	3,780.00
SR-1-10 USA map	3	2	4	5	6	5	7	3	2	3	1	2	5	4	3	3	58	82.00	4,756.00
SR 98-10 World map	5	3	4	6	6	5	6	3	4	3	5	4	1	5	5	3	68	82.00	5,576.00
SR-2-10 Europe	1	1	1	1	1	1	1	1	1	0	1	2	4	1	0	1	18	82.00	1,476.00
SR-3-10 Asia	1	1	1	1	1	1	1	1	2	0	1	2	4	1	0	1	19	82.00	1,558.00
SR-4-10 Africa	1	1	1	1	1	1	1	1	2	1	1	2	1	1	0	1	17	82.00	1,394.00
910TSRB SR transparencies	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	14	93.50	1,309.00
PS 15 Kansas	0	1	0	0	0	0	1	0	2	1	0	0	1	0	0	1	7	49.00	343.00
930TQJB American History Transparency	1	1	1	1	1	1	1	1	2	1	1	1	0	1	2	1	17	175.00	2,975.00
932TKWB World History Transparencies	2	1	1	1	1	1	3	1	1	1	1	1	3	1	3	1	23	189.00	4,347.00
																		TOTAL	27,514.00

PROPOSAL

NYSTROM
3333 Elston Avenue, Chicago, Illinois 60618/(312) 463-1144
Multimedia Learning Systems/Maps/Globes/Models

TO Dr. Charles A. Thompson, Coordinator
Social Studies Education
640 North Emporia
Wichita, Kansas 67214

DATE Nov. 5, 1980

RE: Your request for quotation:

We are pleased to quote on the following item(s), net, f.o.b.: Chicago, Illinois

	(1979-80 Prices)	(1980-81 Prices)
Elementary Schools		
Where and Why, and Maps Show the Earth	$51,183.00	$56,108.00
Junior High Schools		
Maps and Globes	27,514.00	30,026.00
Senior High Schools	2,708.00	2,951.00
GRAND TOTAL	$81,405.00	$89,085.00

NYSTROM CHICAGO F 2 Lithographed in U.S.A.

1 Use the duplicate copy of this proposal as your order, keeping this sheet as your record.
2 Indicate clearly on your order any changes or special instructions.

Original Version

STRAND I
K-12 Social Studies Curriculum Guide

A Knowledge Base for Understanding
Human Beings and Their Relationships with Their Environments

The broad function of knowledge is to provide the reservoir of data, ideas, concepts, generalizations, and theories which, in combination with thinking, valuing, and social participation, can be used by the student to function rationally and humanely.

The traditional sources of knowledge for the social studies are the social science disciplines. They are and should remain important sources. Fundamental concepts and generalizations, dependable information, and reliable methods of inquiry that can be related to the needs of the student and society are appropriate sources of social studies knowledge from the social sciences.

However, broadly based social questions, problems, and issues, the major concern of the social studies, do not respect the boundaries of the academic disciplines. The notion that the disciplines must always be studied in their pure form or that content should be drawn only from the social sciences is insufficient for a social studies program intended to demonstrate the relationship between knowledge and rationally-based social participation. The social studies must be more than the sum of the social sciences if it is to deal with the resolution of value conflicts and/or formulation of public policy. The student must have a knowledge of the varying human social organizations, the relationship of human beings to their social and physical environments, the decision-making process, and the impact of conflict on individual and group relations.

Ideally, then, there are various sources of knowledge for the social studies, namely, the social sciences, the humanities, the natural sciences, the communications media, and the perceptions of students.

Suggested Version

STRAND I
K-12 Social Studies Curriculum Guide

A Knowledge Base for Understanding Human Beings and Their Relationships with Their Environments

The broad function of knowledge is to provide the reservoir of data, ideas, concepts, generalizations, and theories which, in combination with thinking, valuing, and social participation, can be used by the student to function rationally and humanely.

There are various sources of knowledge for the social studies, namely, the social sciences; the humanities, the natural sciences, the communications media and the perception of students. However, broadly based social questions, problems and issues, the major concern of the social studies, do not respect the boundaries of the academic disciplines. The notion that the disciplines must always be studies in their pure form or that content should be drawn only from the social sciences is insufficient for a social studies program intended to demonstrate the relationship between knowledge and rationally-based social participation. The social studies must be more than the sum of the social sciences if it is to deal with the resolution of value conflicts and/or formulation of public policy. They must provide a knowledge of the varying human social organizations, the relationship of human beings to their social and physical environments, the decision-making process, and the impact of conflict on individual and group relations.

SUMMARY

OF THE

REPORT OF THE
LANGUAGE ARTS - COMPOSITION SUBCOMMITTEE
OF THE
ADVISORY TASK FORCE FOR PROGRAM ACCOUNTABILITY
IN THE
WICHITA PUBLIC SCHOOLS

March 31, 1981

Introduction

We have prepared this brief summary of our Report in the interest of saving the reader's time and of expressing succinctly our recommendations for the improvement of the composition program of the Wichita Public Schools. The complete Report, of course, gives more detailed explanations of the subcommittee's deliberations, the definition of English language arts and composition, measurement in composition, the District's evaluation program, and rationale and justification for our accountability goals and recommendations. We encourage the reader to study our full Report.

What is English Language Arts Composition?

English language arts is a body of content and a set of skills. English language arts is composed of the content of language, literature, composition, and media, and this content is used to develop the skills of reading, writing, speaking, listening, thinking, problem solving, and valuing. Inherent within each of these skills is the development of work study skills. English language arts must be taught on a daily basis so that all the skills and the content are totally integrated.

At the secondary school level, English language arts includes the required courses in English language arts as well as elective courses in speech, debate, drama, newspaper, yearbook, and media studies.

Composition is a vital part of the program and in an individual classroom often, the terms 'writing,' 'composing,' and 'composition' are used synonymously to describe the act or the product of expressing ideas in writing. What is important to realize is that composition--expressing ideas in writing--is a process composed of the activities of prewriting, writing, and rewriting. In this report, we use the term composition to refer to that process of prewriting, writing, and rewriting.

What Methods are Currently Used to measure Quality Education in English Language Arts-Composition?

Currently, and for the past several years in the Wichita Public Schools we have used the Iowa Test of Basic Skills (ITBS) to measure the achievement level of students' vocabulary, spelling, and usage in grades 3, 4, 5, 6, and 9. At the first and second grades the Metropolitan Readiness Test and the Metropolitan Achievement Test are administered respectively.

About 1,400 of our twelfth grade students take the American College Testing Program (ACT) and about 150 seniors take the Scholastic Aptitude Test (SAT). Both tests are, as are the ITBS, MRT, and MAT, multiple-choice, standardized tests.

For the first time in the academic year 1979-80, students in grades 9 through 12 were tested for their ability to express themselves in writing. The Wichita Writing Assessment Program (WWAP) was administered to secondary school students for the second time in the fall of 1980 and for the first time to students in elementary schools, K-6. The WWAP evaluates writing by looking at students' writing.

For some time now, students have been evaluated by teachers and the evaluation of that work appears on the report card for the elementary schools, K-6, and on the grade card (A, B, C, D, or F) for the secondary Schools, 7-12.

How Valid are these Measurements?

For the measurement of composition, the ability to express thought in writing, multiple-choice, standardized tests have limited validity. Experience and research tell us that a more valid assessment of writing is evaluating samples of students' writing at specific time intervals, K-12.

What do the Current Measurements Reveal in Quantitative Terms About English Language Arts Composition?

The current measurements used to evaluate the English language arts program tell us nothing conclusively about the total program and even less about the composition program. The standardized tests used give results for limited portions of the program: spelling, vocabulary, usage, and some sentence structure. These tests have limited validity for measuring composition, and generalizations based on knowledge of these isolated areas cannot be made about students' writing abilities.

Results of the Wichita Writing Assessment Program--the evaluations of samples of students' writing--suggest that almost half are not doing well in writing. However, just as there are a number of variables to be considered when drawing conclusions about the results of standardized tests so are there serious variables when considering the observation on the results of the writing assessment. All results must be interpreted cautiously because of numerous variables such as non-valid standardized tests, grade inflation, and the problems yet to be worked out in the writing assessment--problems including unrefined evaluation criteria, untrained evaluators, and a lack of comparative data.

English language arts composition is young in its efforts of evaluating students' writing. We have only now obtained data against which to measure future growth. Only in the last one and one-half years have we begun an assessment of writing even though the program needs further refinement and development. We are only one of less than a dozen school districts in the country approaching the assessment of students' writing in this way--a way similar to the National Assessment of Educational Progress. Given several more years of assessing the composition program in this manner, we believe that conclusive statements can be made about qualitative and quantitative goals and their assessment.

We believe, too, that with this kind of assessment on the curriculum a different emphasis and approach will take place in the classroom. After all, the test dictates the curriculum. We believe, too, that with an emphasis on composition--on the process of composing--scores on standardized tests such as tests on editing skills will be at more respectable levels.

We can look at the results of the ITBS, the ACT, and the SAT, and see that

1) students in grades 3 through 6 tend to remain at or around the 50th percentile in usage, vocabulary, and spelling;

2) students who are in grade 9 tend to remain at or below the 40th percentile in usage, vocabulary, and spelling;

3) students who take the ACT tend to remain below the state and national averages;

4) students who take the SAT tend to remain just above the state and national averages; and

5) almost half of the students who participated in the writing assessment are assessed as writing unsatisfactorily.

However, in seeing these trends, we can make no firm realizations other than that we believe our students can do better and that we can do better in assessing our students' progress. For these two realizations, we make the recommendations listed in the following section.

ACCOUNTABILITY GOALS FOR LANGUAGE ARTS STUDIES--COMPOSITION

ACCOUNTABILITY GOALS	PERSONS RESPONSIBLE								MEASUREMENT OF ACCOUNTABILITY
	Parents	Students	Teachers	Secondary Department Heads	Principals	District Curriculum	District Administration	Members of Board of Education	
1. Confirm teaching and learning as the District's first priority.	X	X	X	X	X	X	X	X	1. Allocation of all resources
2. Re-emphasize the accountability of home and parents in promoting quality education by providing more extensive parent orientation and involvement, sending more materials and information directly to the parents. Require significant parent involvement in the child's educational experiences.	X	X	X	X	X	X	X	X	2. Comparative analysis of parental involvement in all stages of educational process
3. Encourage an increased dialogue between the Wichita Public Schools and the state's universities to insure that prospective teachers are provided good composition skills and abilities to teach composition.						X	X	X	3. Increase in number of cooperative programs, results of competency testing for prospective teachers
4. Insure that weekly time allotments for composition in primary and intermediate grades are observed and that composition is an integral part of all academic subjects.			X		X	X	X	X	4. Observation and teacher reports

ACCOUNTABILITY GOALS FOR LANGUAGE ARTS STUDIES--COMPOSITION

ACCOUNTABILITY GOALS	PERSONS RESPONSIBLE								MEASUREMENT OF ACCOUNTABILITY
	Parents	Students	Teachers	Secondary Department Heads	Principals	District Curriculum	District Administration	Members of Board of Education	
5. Remove practices that make writing a punishment (e.g., making children write 1,000 times on the board, "I will not misbehave.")	X		X	X	X	X	X		5. Observation
6. Provide a book per student for composition.						X	X		6. Availability of books
7. Develop measurable language arts goals and objectives, Pre K-12.	X		X	X	X	X	X		7. Examination and review of formulated goals and objectives, curriculum guides
8. Select appropriate means of measurement for language arts goals established in number 7. Place emphasis on various means of evaluation for measuring language arts development, Pre K-12.	X		X	X	X	X	X	X	8. Use of appropriate means of evaluation as developed or selected
9. Based on results of 7 and 8, study the need for establishing a remedial writing program.	X		X		X	X	X	X	9. Use of results from 4 and 5
10. Create a reading and writing program that is mutually supportive at all academic and administrative levels.			X	X	X	X	X		10. Teacher's and principal's evaluations and reports; meetings involving language arts and reading coordinators

ACCOUNTABILITY GOALS FOR LANGUAGE ARTS STUDIES--COMPOSITION

ACCOUNTABILITY GOALS	PERSONS RESPONSIBLE								MEASUREMENT OF ACCOUNTABILITY
	Parents	Students	Teachers	Secondary Department Heads	Principals	District Curriculum	District Administration	Members of Board of Education	
11. Encourage all subject matter teachers to evaluate papers according to the standards used in language arts. Provide programs to train subject matter teachers in the requisites of the Language Arts Standards and the process of composing.	X	X	X	X	X	X	X	X	11. Analysis by department heads and principals of the practice of writing across the curriculum
12. Provide inservice training programs designed to broaden teachers' philosophies of and methods in the teaching of composition. Devote portions of inservice days for training in English language arts and composition.					X	X	X		12. Availability and selection of inservice opportunities
13. Involve the District Language Arts Coordinator in hiring English language arts teachers. Also, involve the department head at the secondary level.				X	X	X	X		13. Analysis of hiring procedures (documents, reports, etc.)
14. Involve the District English Language Arts Coordinator in selecting and retaining English language arts department heads. Write clear job descriptions for department heads.				X	X	X	X		14. Reports of participation by groups indicated; analysis of job and job descriptions

ACCOUNTABILITY GOALS FOR LANGUAGE ARTS STUDIES--COMPOSITION

ACCOUNTABILITY GOALS	PERSONS RESPONSIBLE								MEASUREMENT OF ACCOUNTABILITY
	Parents	Students	Teachers	Secondary Department Heads	Principals	District Curriculum	District Administration	Members of Board of Education	
15. Provide salary increase appropriate to cost of living to attract more good quality teachers.	X						X	X	15. Increasing number of qualified applicants
16. Establish a limit on class size for required English classes and other composition classes in secondary schools, following the NCTE guideline of no more than 100 students per day per instructor, maximum of 25 students per class.					X	X	X	X	16. Reports of class size, teacher assignments
17. Develop writing labs staffed with certified English teachers for remedial as well as developmental writing.			X	X	X	X	X	X	17. Existence of such facilities and evaluation of staff
18. Provide adequate released time for department heads regardless of the size of their departments.					X	X	X		18. Availability of time for department work as evaluated by Language Arts Curriculum Coordinator and principal
19. Provide clerical assistance to each secondary school department head.				X	X		X		19. Reports by department heads on availability of clerical help; increased funding for clerical assistance

ACCOUNTABILITY GOALS FOR LANGUAGE ARTS STUDIES--COMPOSITION

ACCOUNTABILITY GOALS	PERSONS RESPONSIBLE								MEASUREMENT OF ACCOUNTABILITY
	Parents	Students	Teachers	Secondary Department Heads	Principals	District Curriculum	District Administration	Members of Board of Education	
20. Provide a writing resource teacher for each elementary school.							X	X	20. Availability of resource teachers
21. Provide teaching consultants for the District Language Arts Coordinator.						X	X	X	21. Availability of assistants for the coordinator at all instructional levels

SUB-COMMITTEE

REPORT

of

VOCATIONAL EDUCATION

ACCOUNTABILITY TASK FORCE

March 31, 1981

SUB-COMMITTEE

of

VOCATIONAL EDUCATION
ACCOUNTABILITY TASK FORCE

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PROLOGUE

The overall charge to evaluate the effectiveness of accountability within Unified School District 259 was made on the assumption that the parameters were equally applicable to all elements of educational service within the district. The assumption is not tolerant of the unique nature of the Wichita Area Vocational-Technical School, the primary delivery vehicle for vocational education locally.

The students served are adult as well as secondary, residing generally in the geographical area of Sedgwick, Kingman, and Butler counties. Additionally, students may be from anywhere within the state and be eligible to attend due to statutorily created reciprocity among the fourteen (14) Area Vocational-Technical Schools. During the course of 1979-80 school year the unduplicated enrollment totaled 12,837, of which, 3,547 were secondary, 3,014 were daytime adults, and 6,176 were evening adults. The diversity of student population is further differentiated by the inclusion of many agency referrals, veteran enrollments, handicapped, and special needs.

The five major occupational areas of Business Education, Home Economics Related Occupations, Health Occupations, Technical Education, and Trade and Industrial Occupations provided one hundred and twenty-seven (127) full day programs and one hundred and eight (108) night programs in support of these students and the employment community during 1979-80 school year with a staff of one hundred and thirty-two (132) fulltime and one hundred and fifteen (115) part-time instructors.

The reader should consider these obvious program and student differences inherent in vocational education while comparing the following accountability report with those of the general academic areas of response.

SUB COMMITTEE

VOCATIONAL EDUCATION

ACCOUNTABILITY REPORT

I. Introduction

In order to determine the quality, accountability and overall effectiveness of vocational education within Unified School District 259 it is essential to review and understand the overall charge that has been assigned to vocational education as well as the operational mode. It should be noted that even though vocational education is an integral part of the Unified School District 259 educational pattern, it is also expected to comply with certain criteria established by the state and federal agencies which, in essence, control the parameters of operation. These regulatory agencies mandate performance criteria somewhat unique and different from general education, specifically designed for Area Vocational-Technical Schools.

Programs and services provided by vocational education are structured, operated, and evaluated in terms of community need, employment opportunities, and student availability--not tradition. Thus, the student clientele may be secondary, post-secondary, or adult participating in credit-bearing or non-credit courses, short-term or semester-length, day or night schedules. The unique characteristics of all programs are that the user community determines the need of the program, is directly involved in the structure and operation, acts in a continuous advisory manner, evaluates the effectiveness, supports the financial burden, and employs the product of the effort.

The obvious result of this kind of educational structure in terms of ACCOUNTABILITY is that QUALITY is inherent or the program does not long survive; the tools of MEASUREMENT are, in the final analysis, either employment or non-employment; and the QUANTITATIVE measures of the system's effectiveness is in direct proportion to the expressed community need.

II. Current Systems of Accountability

A. Personnel

The instructional staff is comprised of both degree and non-degree personnel. All staff members must be vocationally certified by the State Department of Education. Each instructor must be occupationally proficient with a minimum of two years as a wage earner in the area they wish to teach. Additionally, all Trade and Industry instructors are required to pass a written and performance test administered by the State. Health Occupations instructors are required to pass a licensure examination administered by the State in areas of Nursing, Mental Health Technicians, Medical Laboratory Technician, Dental Assisting, and Emergency Medical Intensive Care Technician.

Personnel proficiency, or accountability for same, is subjected to an intensive surveillance by statutorily created regulatory authorities outside the influence of local or state educational control, in order to insure a competency level based on productivity--not policy only.

Finally, all teachers are subject to the certification requirements of the

State Department of Education in all situations where the Carnegie unit is the object of the student. Institutional and program accreditation are quality control measures that insure accreditation via team visits, and self-evaluation by each instructor each five years with a one and three-year followup.

B. Students

The traditional methods of evaluating quality of student achievement are evidenced in vocational education, reflecting achievement, attendance, and sociological standards. However, the additional system of accountability imposed on vocational student accountability is far more stringent and revealing than in any other element of the educational family. The following systems are unique, characteristic, and applicable to <u>all</u> students enrolled in vocational programs. These systems are REQUIRED as a matter of program continuance:

SYSTEM	PURPOSE	FREQUENCY
1. VE-50 (State System)	a) Detailed ENROLLMENT report of All students in each section of each program is submitted to the state. b) Detailed COMPLETION and PLACEMENT report reflecting what happened with <u>each</u> student in <u>each</u> program reflected in the ENROLLMENT report--reveals specifics of hours completed, objectives attained, place employed, rate of pay, employer satisfaction, relationship of training to employment, and student evaluation.	Annually, or at close of program if irregularly scheduled.

SYSTEM	PURPOSE	FREQUENCY
2. Co-op	a) Developed jointly by employer, student, and Co-op coordinator to monitor quality of cooperative training occurring on the job. b) Identifies occupational training responsibilities of school and employer. Provides foundation for related vocational classroom training, on-the-job training, employer evaluation of OJT, and exemptions to Federal Labor Laws.	Annually, on each secondary student
3. Employer Evaluation (Local System)	a) Compiled from and correlated with training agreement. b) Provides basis for evaluation of students performance on the job. c) Directs the supportive instruction--remedial, corrective, accelerated.	Nine weeks on each student
4. Coordination Report (Local System)	a) Summarizes coordinators' activities with employers of students, reflects locations and frequency.	Monthly

The final effectiveness criteria for measuring quality of student competency is the ratio between numbers of student objectives achieved and the number placed in employment. The expected job placement standard is fifty percent of secondary students and seventy percent of post-secondary to be acceptable, otherwise, the program is entered into a three-year probation period. The fifty-six Wichita Area Vocational-Technical School programs operating within the Wichita School System do meet this standard.

However, programs have been terminated, by local option, without state instigation, when this quality control factor relating to product quality has not been met.

C. Program

The planning, implementation, and operation of vocational education programs is somewhat similar to that of general education courses. However, beneath the usual trappings of the educational establishment (behavioral objectives, courses, credits, units of time, grades, etc.) lies the ultimate accountability harshly revealed by the real world question-- "What can you do, my friend?"

Looking closer at the question of what skills do the students possess, one could pose many objective questions--Can you weld two pipes that will not leak? Can you repair a television set so that the video and audio are satisfactory? Can you repair and calibrate an altimeter that will safely protect your life? Can you accurately observe, chart, and report a patient's vital signs? Can you diagnose, analyze and program a problem for a computer? Such questions appear rather basic until one considers the absence of a relationship between grades earned and skills possessed. Questions such as these make vocational education extremely accountable, as would be true in other elements of education, if applied.

Program accountability systems in vocational education are REQUIRED, and are as much a part of the system as are materials, processes, and people. These systems are constant regulators, designed to provide a positive environment within which students may achieve positive answers to questions such as those posed earlier. Following are some of the easily identified accountability activities imposed on all programs:

SYSTEM	PURPOSE	FREQUENCY
1. VE-20 Program Approval (State)	a) Required of all existing and proposed programs, submitted PRIOR to operation. b) Provides details of need, employment opportunity, cost, description, and projected three and five-year enrollments, course description, and objectives.	Annually
2. Program Advisory Committee (Local)	a) Provides overview capability to insure program curriculum, direction, objectives, relevance, and currency. b) Assists in equipment selection and adaptation. c) Acts in a public relations and communication capacity. d) Provides direct access to industry trends.	Minimum of two times per year.
3. General Advisory Committee (Local)	a) Provides planning information, long-range guidance. b) Recommends major patterns of development and areas of program service. c) Acts as resource to political and policy groups.	Quarterly
4. State Advisory Council for Vocational Education	a) Monitors statewide planning for Vocational Education in matters of QUALITY, ACCOUNTABILITY, EVALUATION AND RELEVANCE b) Acts as statewide liaison with commerce, business, industry and vocational education. c) Serves in advisory capacity to the State Department of Education by virtue of federal law.	Monthly

SYSTEM	PURPOSE	FREQUENCY
	d) Provides an annual report on appropriateness, effectiveness, and makes improvement recommendations.	
5. Audit Secondary/ Post-Sec. Completion (State)	a) Validates program expenditures and receipts. b) Verifies <u>each</u> instructional hour delivered to <u>all</u> students. c) Authenticates hours enrolled versus hours delivered on <u>all</u> students. d) Identifies hours delivered to each disadvantaged or handicapped student. e) Monitors all special projects such as the Teen Age Parent Program, YES Center, and the Learning Skills Center for performance as per contract.	Annual
6. Area Vocational-Technical School Accreditation and Evaluation System	a) Provides a structured system for review and improvement of the total institution, each individual program, staff, and facilities. b) Imposes a "self" study with a subsequent team visit. c) Assists the local in evaluation of effectiveness and provides technical assistance in corrective efforts via the Kansas Program Assistance and Review (K-PAR).	Five-year Evaluation with one and three-year followup.
7. Outside Regulatory Authorities	a) Exercises POSITIVE authority over all programs subject to specified standards. b) Insures reciprocity of licensure and practice.	Annually or, as required

SYSTEM	PURPOSE	FREQUENCY

c) Standardizes curriculum, insures individual and program efficiency.

d) Creates acceptable minimum standards via the following control groups:

1. Engineering Council of Professional Development
2. Federal Aviation Authority(FAA)
3. State Department of Transportation
4. American Welding Society
5. Refrigeration Service Engineering Society (RSES)
6. American Dietetic Association
7. American Culinary Association
8. State Department of Social and Rehabilitation Services
9. American Dental Association, American Dental Assistants Association
10. American Medical Association Clinical Laboratory Accreditation American Society of Clinical Pathologists
11. National League of Nursing
12. Kansas State Board of Nursing
13. Veterans Administration
14. Comprehensive Employment and Training Act (CETA)

The program accountability exercised is that which has emerged as a result of the essential need to be attuned to WHAT IS NEEDED by industry and business. It is obviously more conspicuous in those programs directed at the post-secondary clientele, however, it is equally true in programs with a predominance of secondary students, as evidenced by the stringent co-op coordination techniques imposed to insure employer involvement.

III. Effectiveness of System

The multi-layered interests and controls of vocational education make a single definition of effectiveness rather difficult. The traditional measures applicable to education in general cannot be the sole criteria for ascertaining vocational objective qualities. Perhaps a review from the perspective of employers, agencies, and students would be helpful in determining effectiveness.

A. Students

1. Services are rendered to a multitude of secondary, post-secondary, and adult students pursuing a saleable skill.

   a) Secondary enrollment = 932.1 FTE
   b) Post-secondary = 778.5 FTE
   c) Adult = 206.8 FTE

2. Approximately 10,275 individual enrollments are reflected in the 1,917.4 fulltime equivalents (FTE).

3. These students enroll day or night for PREPARATORY skills or SUPPLEMENTAL upgrading.

4. Job placement assistance occurs directly as a result of a co-op placement during senior year of secondary students, and in an indirect manner at post-secondary level by virtue of close liaison with industry.

5. Options for occupational choices are available in the five major areas Trade and Industry, Business Education, Home Economics Related Occupations, Health Education, and Engineering Technology. (Programs vary in length from two weeks to two years.)

B. Employers

1. Preparatory programs provide a wide range of entry level employees.
2. Supplemental programs are geared DIRECTLY and SOLEY for the benefit of specified needs.
3. Union and non-union apprenticeship support services are provided.
4. Program quality and learning objectives are geared in accord with need--many are tailored SPECIFICALLY to unique, one time needs.
5. Inservice activities are available upon request.

C. Manpower Agencies

1. Options to enroll clients in open or closed enrollment programs.
2. Support services in areas of English as Second Language (ESL), Adult Basic Education (ABE), and assessment are available.
3. Availability of "tailored" programs.

The overall effectiveness of vocational education, in the final analysis is in direct proportion to the efforts exerted by industry, the business community, advisory committees, Chamber of Commerce, and the ability of the school to react in terms of fiscal constraints, facilities, and expertise. The permissiveness of legislation makes effectiveness a matter of local choice and commitment.

IV. Levels of Accountability

Singular assignment of responsibility for accountability in vocational education is not consistent with the basic premise on which occupational programs are developed and operated. Evaluation of product effectiveness, relvance to need, and achievement of stated objectives is a combined effort, as

is the case in the initial program development. While the broader responsibility for accountability lies in a combined effort of groups such as program advisory committees and accreditation teams, explicit responsibility ultimately lies with staff, students, employers, and administration.

A. Instructional Staff

1. Accountable for individual achievement in accord with stated goals of program.
2. Combines effort with a program advisory committee.
3. Responsible for creating and providing a multi-level competency based progression.
4. Charged with maintaining currency of personal skills.
5. Evaluates student progress, assists in co-op agreements with industry, participates in job placement, and does followup.

B. Students -- Parents -- Guardians

1. Enters into a learning commitment.
2. Accepts the standards of conduct, achievement, and job standards.
3. Accepts the reality of applied skills, as well as knowledge and performance.
4. Declares a vocational objective with a legitmate Dictionary of Occupational Title numbers.

C. Employers

1. Provides employment opportunity data, both current and projected.
2. Evaluates curriculum and program offerings.

3. Provides co-op job stations for secondary students, evaluates student progress therein, and reports same to appropriate coordinators.
4. Assists in follow-up studies on students employed.
5. Responds to a formal "Employer Followup" relative to student capabilities and program quality.
6. Participates in monitoring existing program quality, recommends new program direction, and assists in closing out dated programs.
7. Provides technical assistance on program and individual performance standards.

D. Administration - Coordinators, Directors, Supervisors

1. Develops program curriculum, goals, and objectives in accord with industry needs.
2. Evaluates cost and performance effectiveness.
3. Defines compliance criteria as stipulated by industry, regulatory agencies, and examining boards where appropriate.
4. Evaluates instructor performance.
5. Establishes instructor inservice, professional growth plans, and curriculum involvement.
6. Conducts service area or program-wide workshops.
7. Conducts student placement and follow-up reports, as well as employer followup.
8. Conducts individual program performance evaluations, and responds to corrective actions determined.

9. Supervises all actions mandated by statute relative to performance, sex, race, disadvantaged-handicapped, and agency interaction.

10. Coordinates standards of industry, advisory committee recommendations, compliance factors, placement data, and program effectiveness with the budgetary realities.

V. Conclusions

Considering the broad range of students, wide variance of programs, unorthodox scheduling, diverse age group, and the continually changing employment expectations within the community it appears that vocational education is providing a relatively high level of appropriate service to a degree of accountability that exceeds traditional standards. Perhaps this is attributable to the fact that the obvious accountability test is whether or not students trained do acquire and hold jobs as a result of the training received--unless this occurs there is no justification for vocational education. The vortex of vocational education is ACCOUNTABILITY!

VI. Recommendations

The review process of this sub-committee has revealed a very intricate, detailed, and effective system of accountability within vocational education, some aspects of which, if emulated, might well serve in other educational endeavors. In the course of this study the committee encountered facts that lead to certain conclusions that should be shared, not necessarily to achieve further accountability but to enhance the quality of educational opportunity and service to the community. The following recommendations are submitted for consideration:

A. Develop plans and resources to answer questions such as:

1. How to better inform parents about opportunities open to their sons and daughters in choosing a skilled, work-oriented career.
2. How to dispel societal and parental attitudes that skilled labor is "all right for someone else."
3. How to improve the attitude of educators and administrators toward skilled labor as an appropriate and equal educational objective for students.
4. How to better prepare youth psychologically, physically, and technically for skilled work.
5. How to attract youth to choose career paths early in their experiences.
6. How to integrate effective inclusion of "interest oriented" educational activities at an early age, and make it integral to all learning of academic and vocational skills.

B. Initiate organizational and operational curriculum patterns that will insure the inclusion of the "career" concept into the general curriculum. Specifically:

1. Mandate, structure, and fund elementary level activities to insure "AWARENESS" activities, similar to the abandoned Activity Based Curriculum, Elementary Education (ABC/EE)
2. Continuation of the awareness commitment to the intermediate grade levels, and broaden to the "EXPLORATIONS" of interest, similar to the currently limited offering of Work Experience Career Exploration Program (WECEP).
3. Consider requiring a "work" skill at the secondary level as a part of graduation requirement, to ease the transition from school environment to the work world.

C. Further enhance and intensify the collaboration of Special Education and Vocational Education on behalf of the secondary students, committing staff, resources, and facilities toward this end.

D. Acknowledge the philosophical priorities versus the real and needed priorities of our system.

> Consider the observation of one noted philosopher and economist, Eli Ginsberg, "I believe that many young people leave the secondary school system either at graduation or before, lacking basic competencies without which they will be unable to take their place in the world of work and in society. Many do not know how to cope with the most elementary tasks such as showing up for work on time, respecting authority, reading directions, and writing reports."

The sub-committee respectfully acknowledges the incredible burden of public education and all the ramifications attendant thereto. It is hoped that overall priorities would be more deliberately structured to acknowledge the reality that we do exist in a work-oriented society, or, we shall ultimately cease to exist.

GLOSSARY

Wichita Area Vocational-Technical School (WAVTS)

Dictionary of Occupational Titles (DOT)

Cooperative Education (CO-OP)

Cooperative Occupational Training (COT)

Cooperative Industrial Training (CIT)

Kansas Program Assistance and Review (K-PAR)

Comprehensive Employment and Training Act (CETA)

Full Time Equivalency (FTE)

English as Second Language (ESL)

Adult Basic Education (ABE)

Activity Based Curriculum/Elementary Education (ABC/EE)

Work Experience Career Explorations Program (WECEP)

REPORT OF THE

TESTING AND EVALUATION SUBCOMMITTEE

of the

ACCOUNTABILITY TASK FORCE

March 19, 1981

INTRODUCTION

The report of the Testing and Evaluation Subcommittee is to be reviewed alongside the reports of the other subcommittees. Rather than supporting, commending or endorsing any particular parts of the content area reports, the Testing and Evaluation Subcommittee has attempted to define a broad picture of how assessment, testing and other evaluative schemes may fit into a program of accountability. Therefore, a framework has been described, the current methods of gathering evaluation data have been reviewed, and the ingredient of an integrated assessment system have been discussed.

In this manner, the report has something to say about what current methods reveal about the educational quality of the system, how the evaluative system is being used, and how it should be revised.

EVALUATION: WHERE DOES IT FIT INTO TEACHING?

Instructional programs are planned and implemented in the classroom with the express intent that the learners' behaviors will be changed. The teaching act is aimed at developing the skills, the knowledges and the attitudes that form the bases for subsequent student behaviors. Prerequisite to this process is a set of statements or ideas that include what the expected learner outcomes are. For each program or subject area such statements should include:

- what is to be taught (content)
- when each component is to be taught (sequence)
- how the teaching/learning process is to be organized and implemented (methodologies, supplies, materials, resources, etc.)
- who is to do the teaching
- how the effectiveness of the process is to be measured
- how information gained from the assessment activities are going to be analyzed and used.

The Testing and Evaluation Subcommittee has directed its efforts towards the latter two of these components. The subcommittee has, through a series of meetings and discussions:

- examined the reports of the various subject area subcommittees,
- visited with the co-chairpersons of these subcommittees,
- reviewed historical, current, and planned programs for measuring student performance,
- discussed the variety, meaning and limitations of different evaluative schemes, and finally
- developed materials to place the evaluation component into perspective.

There are, and should be, evaluation technics in place that measure the extent to which the pupils have progressed toward the expected outcomes (objectives) established for a unit, a course, or for a year's period of time. Each of the several methods employed for measuring pupil progress have strengths and weaknesses inherent to them and must be used with this knowledge in mind.

Classroom Assessment

Assessments of pupil progress within the classroom, made informally or formally by the teacher (or teacher + pupil) have the advantage of being tailored specifically to the instructional emphasis given by the teacher. This process allows for individual differences, for alternate ways for pupils to demonstrate their skills, and permits teachers to assess a variety of qualities that are directly or indirectly related to pupil progress. More importantly, it allows the teacher to restructure subsequent classroom activities, to reteach essential skills not mastered, and to pace the instruction to the learning rate of the pupils. However, the subjective nature of the information does not allow for

accurate comparisons nor are quality standards easily applied. Teacher made tests and those included with many textbook series do have a place in the evaluation program. They constitute one essential component of evaluation.

Instruction Based, Criterion Referenced Testing

Criterion referenced tests can be part of the classroom teacher's repertory of evaluative tools. Teacher-made test can be designed around the central idea of criterion-referenced tests (mastery, at a prescribed level, of predetermined skills or knowledge pools); likewise, criterion referenced tests can be designed and administered by whole departments (e.g. mathematics), or in the case of the Everyday Skills Tests, used throughout the school system. When developed, administered, and analyzed by departments or systems, criterion-referenced test results can be used to adjust curricular and instructional content, emphasis and methodology in a whole content area, school or system-wide. Comparisons can be made among pupils who had the same instructional program in terms of content and methodology. Comparisons cannot be made between group of pupils who had different instructional content and methodology.

Criterion referenced tests, properly used, can complement the data gathered by informal means and through norm-referenced testing.

Special Program Assessment Processes

Testing programs used as a part of special instructional efforts such as Title I, schoolwide reading programs, ESAA, etc., are valuable for pupil selection, diagnostic information, prescriptive suggestions and mastery documentation. Specific, anticipated pupil learning outcomes can be assessed against the program objectives. The instructional focus can be sharpened and aimed at specific skill deficits. Pre and post test data provide individual profiles of pupil progress as well as generalized program effectiveness.

The phenomenon of pupils moving into and out of such programs coupled with the selection process does, however, limit the generalization of these processes for a whole population of pupils in broad areas of the curriculum or for long term growth patterns.

Special program testing is also limited by its unique strength; that is, only portions of a child's progress is measured whereas, in truth, other outcomes of the program may be equally significant in terms of general pupil development.

Basic Standardized Testing Program

The basic standardized testing program consists of a number of tests that 1) are administered to all pupils in a population (grade level), are 2) scored and analyzed at the district level and, 3) are norm referenced (except for the proficiency test required of eighth graders) and the Kansas Competency Test (administered by state mandate in April of 1980).

Pupils in first grade are given the Metropolitan Readiness Test as a measure of reading readiness; pupils in second and fifth grades are given the California Short Form Test of Academic Aptitude as a general indicator of aptitude for future academic pursuits; pupils in grades 3, 4, 5, 6 and 9 are given the Iowa Test of Basic Skills as an indicator of pupil progress in comparison with a national norm referenced group; pupils beginning in grade 8 are given the proficiency tests in reading and mathematics (the Everyday Skills Tests plus one locally prepared arithmetic computation test) which must be passed at a predetermined level prior to graduation; and in 1980 pupils in grades 2, 4, 6, 8 and 11, were given the criterion referenced, state developed tests in reading and mathematics with proficiency level preset by the test developers and the State Board of Education.

The basic testing program is intended to provide a continuing view of pupil progress in educational programs and provides a vehicle for communicating test information back to pupils, teachers and parents. Properly used over a period of time, the basic testing program can track a pupil's growth over several years and has the advantage of providing pupil performance scores in relation to a national set of norms. It has the limitation of not providing specific, objective assessment of pupil progress in specific courses which may be organized with substantially different anticipated learning outcomes in terms of content and sequence. Further, the feedback to teachers frequently has not been organized or recorded to provide the most useful data to classroom teachers. These two limitations partially account for past criticisms aimed at the basic testing program by educators.

The limitation of non-alignment with local curricular content and sequence is one that is inherent in any attempt to evaluate a local program against nationally normed information. The 1978 edition of the Iowa Test of Basic Skills, first used in the spring of 1981, probably comes as close as is possible to a matching of a curriculum and a norm referenced test. The process by which the ITBS is developed, revised and normed is rigorous and thorough.

The limited usefulness of test information is being addressed. Plans are underway to futher refine the format for reporting pupil performance data in such a way as to be maximally useful by teachers.

To the extent that some comparisons with a national norm group are desirable, norm-referenced testing has an important role to play in assessment program.

External Testing

Tests taken by Wichita students, such as the American College Test and the Scholastic Aptitude Test, are external tests. The individual students pay a fee and register to take the tests, usually on the premise that the colleges in which they are interested require one or the other test as part of the admissions/selection process.

Approximately one half of Wichita's seniors take the ACT and fewer than one tenth take the SAT. Both tests purport to predict the success of the student in his/her freshman year at college. The local, state and national scoring patterns have high visibility by comparing Wichita students with state and nationwide groups. However, comparisons are of limited value for the district because not all seniors are involved and because the tests do not provide a realistic measure of the quality of Wichita's educational program, due to the incongruence of test content and, local curriculum emphasis, diversity and sequencing.

On a subject by subject basis (English, Mathematics, Science and Social Studies) the group scores do provide one measure of how seniors compare with other seniors taking the test. Test users are cautioned to remember that, in the main, ACT scores are used as an aid to college freshman course and program selection.

Interfacing Assessment Systems

A well integrated assessment system combines the various testing procedures in such a way as to capitalize on the merits of each component and to compensate for the disadvantages inherent in each one. There is a place in an interlocking assessment system for teacher assessment, unit tests, criterion referenced tests, departmental evaluation endeavors (such as those described by each of the four subcommittees), special program testing, norm-referenced tests, and independent or external evaluations, as in the vocational subcommittee report.

Work is underway to improve the tabulation data and the matching of basic testing, special program testing, departmental testing, and classroom assessments. For example, reading program testing results are being programmed to use the pupil data system to facilitate the comparison of the results of these tests with those of the basic testing program.

It is essential that the relationship between assessment tools and desired learning outcomes be clarified so that there is a minimum of multiple or conflicting expectations of a single assessment experience.

The wise use of testing information must include the

- attention to individual student growth patterns
- attention to the range of pupil performance levels
- attention to the wide range of pupil backgrounds and needs, and
- an understanding of the limitations inherent in test data.

DISCUSSION OF TESTING INSTRUMENTS AND THE SCORES OF WICHITA STUDENTS ON BASIC STANDARDIZED TESTS

The following pages describe in narrative and tabular formats the district's basic standardized testing program. Other tests are excluded because they are not part of the basic testing program as defined in this report. Included are the results of Wichita students who participated in

- the Metropolitan Readiness Test (1st grade)
- the California Short Form Test of Academic Aptitude (2nd and 5th grades)
- the Iowa Test of Basic Skills (3rd, 4th, 5th, 6th and 9th grades)
- the Wichita Proficiency Tests (8th, 9th, 10th, 11th and 12th grades)
- the Kansas Basic Competency Tests (2nd, 4th, 6th, 8th and 11th grades).

Where appropriate, the tables display the median (or mean) scores made over a period of years.

Metropolitan Readiness Test

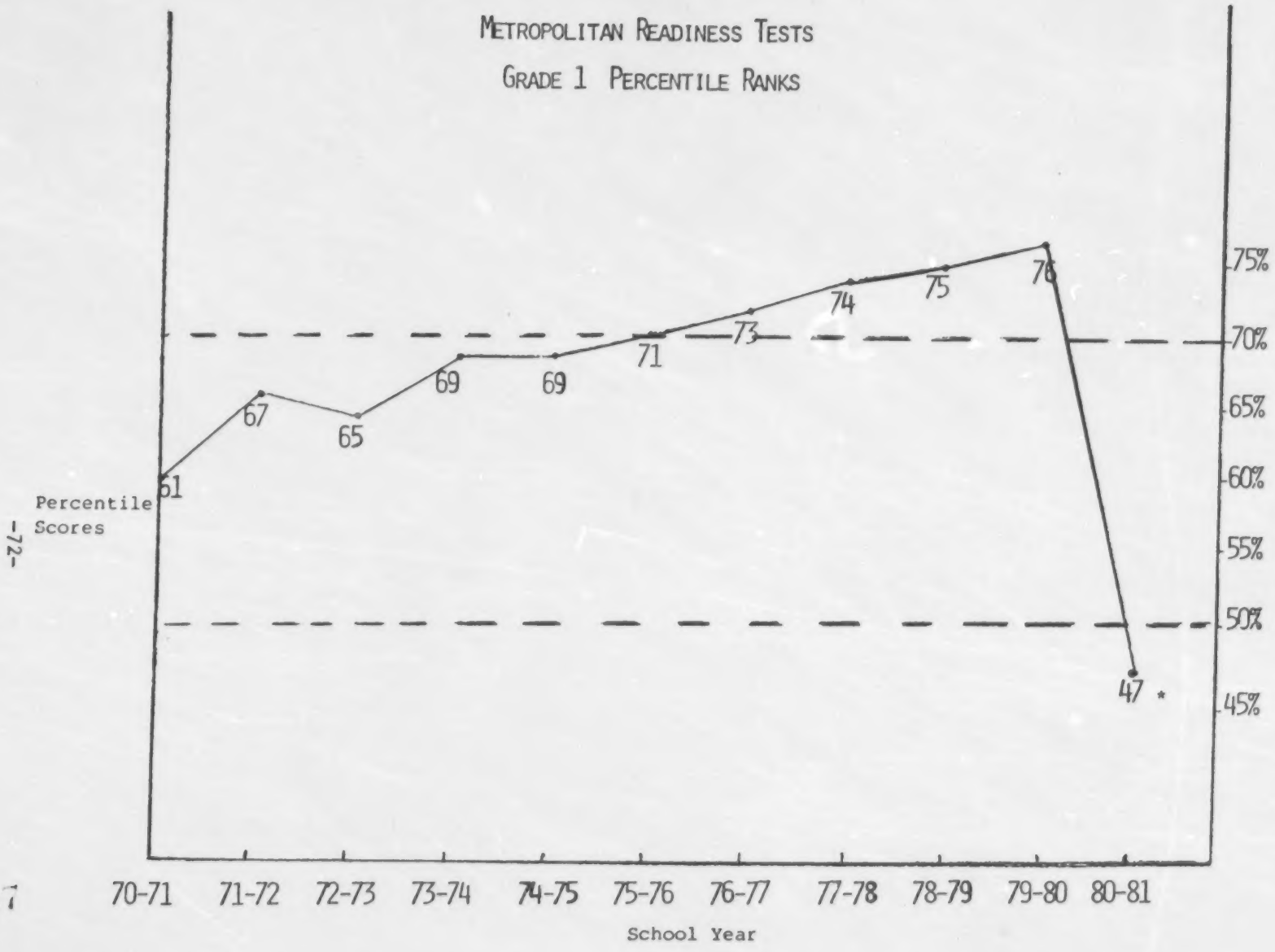
The Metropolitan Readiness Test has been used as a beginning grade one readiness indicator in the district for more than ten years. When using a 1970 edition of the MRT, average scores for the district had been rising steadily to the point that Fall, 1979 scores showed the average or middle Wichita earned score to be at the 75th percentile of a national norm group!

During the 1979-80 school year a test selection committee identified a newer edition (1976) of the MRT and recommended a level adjustment for continuing administration of the test.

The changed level and edition of the MRT was administered in September, 1980. The average Wichita score on the MRT was at the 47th percentile on national norms. Because this test is used to identify potential students for service through Title I, it was possible to use the generally accepted identification levels for Title I programs when using the changed test.

Summary - The scores obtained from the 1976 edition of the MRT are generally consistent with California Short Form Test of Academic Aptitude information. Also, it would appear that earlier edition Metropolitan Readiness Test scores were misleading and probably inaccurate, as a predictor of reading readiness. Such a conclusion is supported by many first grade teachers who had viewed the range and average level of readiness near the national norm in spite of average scores that peaked at the 76 percentile in 1979. The new test edition is useful diagnostically in preparing young pupils for the critical task of learning to read.

The graphic display of the results for eleven years is shown on the next page.



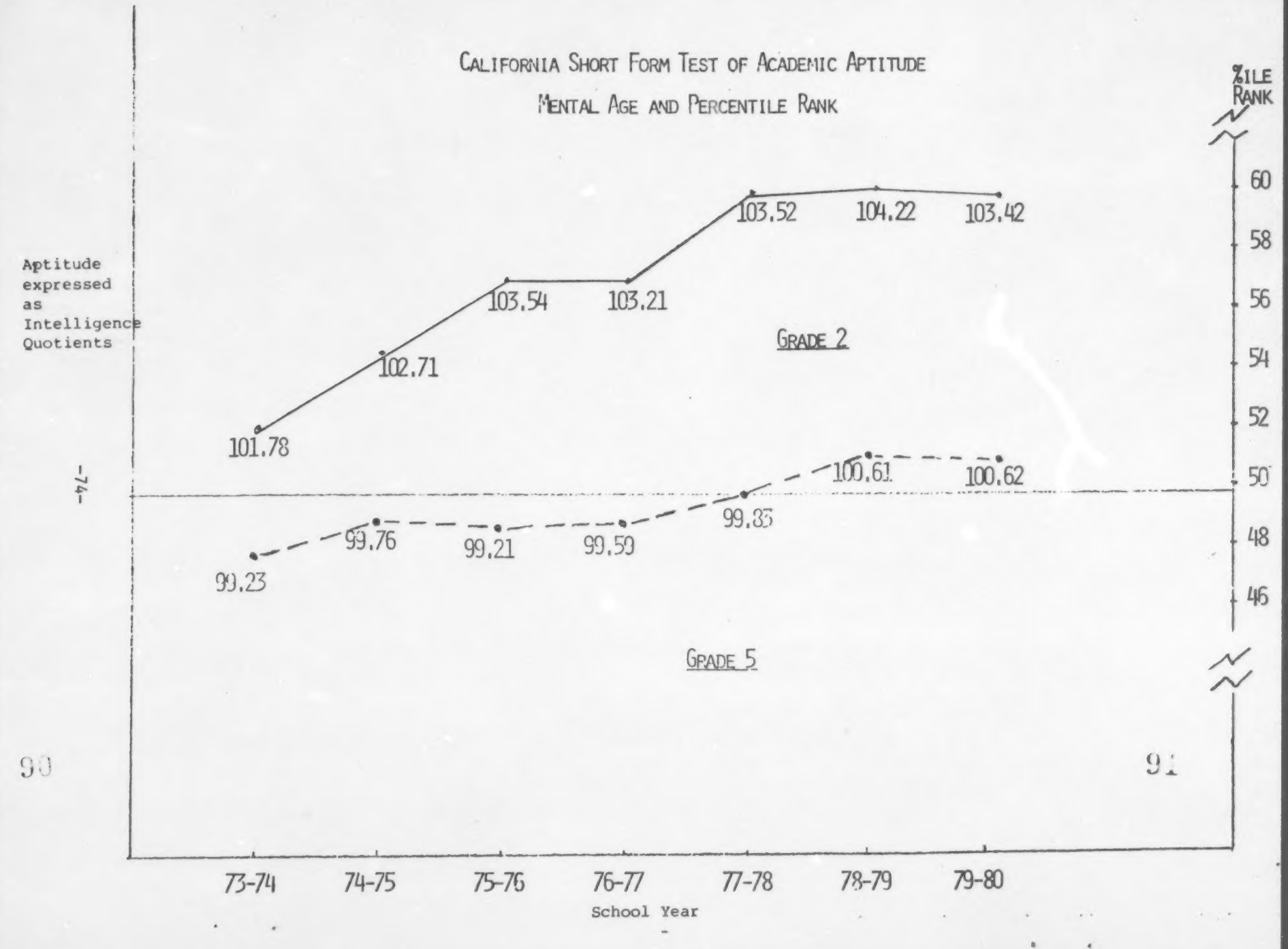
* See explanation

California Short Form Test Of Academic Aptitude

The California Short Form Test of Academic Aptitude is administered in grades two and five. Information obtained from these tests show a range of scores as expected for a test of this nature. Average scores have been in the range of 100-105. Although the second grade scores have tended to range higher over the past several years, scores in this range are very close to the national norm group mid-point. Such a range is consistent with our understanding of the range and nature of the population served by the Wichita Public Schools. Although an 'average' score for the state of Kansas is not available, a recent assessment project in another midwest agricultural state (Iowa) showed an average I.Q. score of 108.

Summary -- Expected CSFT/AA scores, expressed in intelligence quotients are comparable to national average scores. This is no reason to believe that scores earned by Wichita students are or should be higher than the national comparison group. This belief is based on our understanding of demographic information regarding the pupil population of USD 259.

The graphic display of the results for seven years is shown on the following page.


CALIFORNIA SHORT FORM TEST OF ACADEMIC APTITUDE
MENTAL AGE AND PERCENTILE RANK
%ILE RANK
Aptitude expressed as Intelligence Quotients
60
58
56
54
52
50
48
46
101.78
102.71
103.54
103.21
103.52
104.22
103.42
GRADE 2
99.23
99.76
99.21
99.59
99.83
100.61
100.62
GRADE 5
73-74
74-75
75-76
76-77
77-78
78-79
79-80
School Year

IOWA TEST OF BASIC SKILLS

The Iowa Tests of Basic Skills has provided a wealth of school achievement information for the Wichita Public Schools. Varying editions of this battery have been used for twenty years in the district and the use of the test at multiple levels (grades 3, 4, 5, 6 and 9) allows for monitoring of individual students over a period of time. Based on results obtained from the form of the tests which has been in use from 1972-1980, the following conclusions seem appropriate:

- I.T.B.S. results have remained very consistent when year to year comparisons have been made at each grade level.
- The grade-to-grade fall-off of scores has been somewhat similar to the experiences of other districts since the data of the norm group has not changed from the early 1970's period. In effect, early grade achievement (grades 2,3,4) has improved while middle grade achievement (grades 5,6,9) has remained stable.
- The overall pattern of I.T.B.S. scores, when compared to the national norm group, appears to be consistent with general expectations based on our knowledge of the Wichita school population.
- The I.T.B.S. continues to be an extremely effective test for the purposes of home-school communication; identification of student with remedial needs; identification of year to year growth in educational skills, and
- developing a realistic view of school achievement for assessments and student aspirations.

Elsewhere in this report the Subcommittee makes reference to possible changes in this program.

The tabular display of results for seven years is shown on the following page.

IOWA TEST OF BASIC SKILLS RESULTS -- 1974 - 1980

	V		R		L		W		A		Composite	
Grade Three	GE	%ile	GE	%ile	GE	%ile	GE	%ile	GE	%ile	GE	%ile
Spring, 1974	3.9	55	4.0	57	4.4	66			3.8	56	4.0	62
Spring, 1975	3.9	55	4.1	60	4.4	66			3.8	56	4.0	62
Spring, 1976	4.0	59	4.1	60	4.5	68			3.8	56	4.1	65
Spring, 1977	4.0	59	4.1	60	4.5	68			3.8	56	4.1	65
Spring, 1978	4.0	59	4.1	60	4.4	68			3.8	56	4.1	65
Spring, 1979	4.0	59	4.1	60.	4.4	68			3.8	56	4.1	65
Spring, 1980	4.0	59	4.1	60	4.5	71			3.9	59	4.2	68
Grade Four												
Spring, 1974	4.7	49	4.9	55	4.9	55	4.8	56	4.7	52	4.8	55
Spring, 1975	4.7	49	4.9	55	4.9	55	4.8	56	4.6	48	4.8	55
Spring, 1976	4.8	52	4.9	55	4.9	55	4.8	56	4.7	52	4.8	55
Spring, 1977	4.8	52	5.0	58	5.0	58	4.9	60	4.8	55	4.9	58
Spring, 1978	4.9	55	5.0	58	5.1	60	5.0	63	4.7	52	5.0	60
Spring, 1979	4.9	55	5.0	58	5.0	58	4.9	60	4.6	48	4.9	58
Spring, 1980	5.0	58	5.0	58	5.1	60	5.1	66	4.8	55	5.0	60
Grade Five												
Spring, 1974	5.6	47	5.7	50	5.6	49	5.7	52	5.6	49	5.6	49
Spring, 1975	5.6	47	5.7	50	5.7	51	5.7	52	5.6	49	5.7	51
Spring, 1976	5.7	49	5.8	52	5.8	53	5.8	56	5.7	51	5.8	54
Spring, 1977	5.7	49	5.8	52	5.7	51	5.8	56	5.6	49	5.8	54
Spring, 1978	5.8	52	5.3	52	5.9	55	5.9	59	5.8	55	5.8	54
Spring, 1979	5.7	49	5.7	50	5.8	53	5.9	59	5.6	49	5.8	54
Spring, 1980	5.8	52	5.8	52	5.9	55	6.0	61	5.7	52	5.9	56
Grade Six												
Spring, 1974	6.5	45	6.6	47	6.5	48	6.6	49	6.6	49	6.6	49
Spring, 1975	6.5	45	6.6	47	6.6	49	6.7	52	6.5	47	6.6	49
Spring, 1976	6.6	47	6.7	50	6.7	51	6.8	55	6.7	52	6.7	52
Spring, 1977	6.7	49	6.7	50	6.8	53	6.9	57	6.7	52	6.8	54
Spring, 1978	6.7	49	6.6	47	6.8	53	6.8	55	6.7	52	6.7	52
Spring, 1979	6.7	49	6.6	47	6.7	51	6.8	55	6.7	52	6.7	52
Spring, 1980	6.8	52	6.7	50	6.9	55	7.0	59	6.8	54	6.9	56
Grade Nine												
Fall, 1974	8.4	39	8.5	43	8.1	39	8.5	43	8.5	43	8.5	43
Fall, 1975	8.4	39	8.6	44	8.1	39	8.5	43	8.6	45	8.5	43
Fall, 1976	8.5	41	8.6	44	8.1	39	8.6	45	8.6	45	8.5	43
Fall, 1977	8.5	41	8.7	46	8.2	41	8.7	46	8.7	46	8.6	44
Fall, 1978	8.5	41	8.6	44	8.1	39	8.6	45	8.6	45	8.5	43
Fall, 1979	8.6	43	8.6	44	8.2	42	8.6	45	8.6	45	8.6	44
Fall, 1980	8.5	41	8.6	44	8.2	42	8.6	45	8.6	45	8.5	43

G.E. -- Grade Equivalency. Pupils in grades 3, 4, 5, and 6 are tested in April, while grade 9 students are tested in November.

Test Area Abbreviations:

V - Vocabulary
R - Reading
L - Language Skills
W - Work Study Skills
A - Math Skills
C - Composite Score

Proficiency Tests

The Everyday Skills Tests were selected in 1975 to assist in the verification of proficiency levels in reading and mathematics as required by a Board of Education graduation policy. The tests, initially administered in grade eight, use identified criterion levels to stipulate that students have:

1. met proficiency requirements,
2. met proficiency requirements but are recommended for remediation, or
3. not met proficiency and for whom remediation is required.

The test is designed to measure only at the minimum skills level and does not stipulate a desired educational level. Indications are that the test has been an effective means of identifying students who need remedial assistnace and that it effectively serves one component of the Wichita Public Schools graduation requirement.

The tabular display of results for the December, 1980, administration is shown on the following page. Columns labeled "Reading" and "Math A" refer to the Everyday Skills Tests. Columns labeled "Math B" refer to the locally developed arithmetic computational test. The reader is cautioned to remember that students new to Wichita in grades 9-12 must take this battery. The numbers corresponding with grades 9, 10, 11, and 12 include this population of students as well as those who were in remediation programs as a result of the 8th grade, initial administration.

PROFICIENCY TEST RESULTS DECEMBER 1980

GRADE	TOTAL STUDENTS MEETING PROFICIENCY			TOTAL STUDENTS RECOMMENDED FOR REMEDIATION			TOTAL STUDENTS REQUIRING REMEDIATION		
	Reading	Math A	Math B	Reading	Math A	Math B	Reading	Math A	Math B
8[a]	2,558	2,320	2,553	230	332	186	181	316	223
9[b]	356	357	385	61	57	51	62	66	43
10[c]	142	165	196	8	23	21	62	29	20
11[d]	112	117	123	4	4	7	12	9	5
12[e]	103	111	106	2	5	2	14	3	11

a) N = 2,969, 2,968, 2,962 respectively for Reading, Math A, and Math B

b) N = 479, 480, 479 respectively for Reading, Math A, and Math B

c) N = 212, 217, 237 respectively for Reading, Math A, and Math B

d) N = 128, 130, 135 respectively for Reading, Math A, and Math B

e) N = 119, 119, 119 respectively for Reading, Math A, and Math B

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USD 259 and STATE SUMMARIES:
1980 STATE COMPETENCY TEST DATA

Grades	READING					MATHEMATICS				
	Number of Students Tested	Number of Items on Test	Required Number of Items Correct for Minimum Standards	Number of Students Meeting or Exceeding Minimum Standard	Percent of Students Meeting or Exceeding Minimum Standard	Number of Students Tested	Total Number of Items on Test	Required Number of Items Correct for Minimum Standard	Number of Students Meeting or Exceeding Minimum Standard	Percent of Students Meeting or Exceeding Minimum Standard
2-State	31,579	45	38	23,741	75.2%	31,284	45	38	29,569	94.5%
USD 259	3,232	45	38	2,293	70.9%	3,204	45	38	3,029	94.5%
4-State	33,589	60	43	26,465	78.8%	33,576	60	47	24,103	71.8%
USD 259	3,231	60	43	2,347	72.6%	3,224	60	47	2,150	66.7%
6-State	31,060	60	44	21,043	67.7%	31,037	60	44	22,176	71.5%
USD 259	2,961	60	44	1,893	63.9%	2,957	60	44	2,059	69.6%
8-State	32,067	60	46	24,963	77.8%	31,999	60	43	21,430	67.6%
USD 259	2,890	60	46	2,160	74.7%	2,877	60	43	1,907	66.3%
11-State	30,881	57	44	27,891	90.3%	30,752	57	42	16,162	52.6%
USD 259	2,710	57	44	2,412	89.0%	2.677	57	42	1,366	51.0%

PROPOSED ASSESSMENT PLANS FOR CURRICULUM AREAS

A proposed assessment plan is identified for curriculum or program areas which are reporting goals to the Accountability Task Force. These plans are based on an examination of (1) curriculum and program area subcommittee goals, (2) current and proposed assessment programs in various curriculum areas, (3) current aspects of standardized testing which are being used and (4) the degree to which student achievement reporting systems are complete.

Reading

The reading program assessment as directed by the Reading Department should include:

- the use of criterion reference tests to identify (a) students with remedial needs and (b) the development of reading mastery for individual students, and
- the use of teacher reported information to monitor the reading instructional level and attainment of teachers identified goals by students.

The Basic Testing Program should provide standardized testing information which reinforces the communication of reading comprehension and vocabulary skills and which can be used for the purpose of needs assessment. Components of this effort should include:

- the assessment of reading readiness level on grade one,
- the assessment of basic skills in reading comprehension and vocabulary through a series of assessments, and
- the assessment of reading as a required proficiency as a part of high school graduation requirements.

Several efforts should be expanded to enhance assessment in this area. Included are:

- The continuing development of student record and reporting procedures encompassing a reporting system for criterion tests which allows easier access to parents and other teachers, and the development of a student achievement profile system which facilitates comparison of reading criterion test information, norm reference standardized test information and teacher-report information.

- Efforts should continue to clarify the advantages and limitations of each type of student assessment which is related to reading through the use of inservice and information on the use of combined assessment information by students, staff and parents.

- Finally, there should be continuing efforts to restructure assessment to support changing goals and programs in the area of reading.

Language Arts - Composition

A systematic program of assessment of writing as directed by the Language Arts Department should include:

- clear statements of the assessment criteria for assessment of writing,

- training and inservice for these individuals who will be utilized as evaluators,

- a publicized assessment schedule which provides a clear guide for increasing expectations and utilization of results, and

- a method of recording and reporting results so that results can be generalized and a profile of pupil growth can be developed.

The use of standardized tests in the basic testing program should be continued to assess language arts skills. Components of these efforts should include:

- continuation of the use of achievement tests which assess editing and proof reading skills including regular monitoring of such skills on a systematic basis with regular reporting of student progress, and

- the development of a viable method to utilize both writing sample assessment results and standardized test results in language arts skill areas.

Several clarifications and stipulations are needed for assessment in this area.

- A joint effort between the Language Arts Department and the Guidance and Pupil Evaluation Department should be made to develop a clear perspective on the limitations and advantages of each mode of assessment, and

- A clarification of the relative scope and dimension of assessment modes among language arts skill development, writing experiences and writing assessment.

A reporting system for Language Arts assessment information should be developed which:

- provides information to parents, students and teachers in a thorough, clear reporting method,
- systematically maintains assessment results for comparison and growth monitoring, and
- is included in plans for a district-student achievement monitoring system.

Mathematics

The mathematics program assessment as directed by the Mathematics Department should include:

- the regular use of criterion-reference tests in all schools to monitor and report student attainment of goals in the math area, and
- assessment programs specifically designed to assess progress of students in special programs such as Title I and secondary school math labs.

The Basic Testing Program should continue to monitor student achievement through the use of standardized norm-referenced tests (such as the Iowa Test of Basic Skills) on a regular basis and in relationship to USD #259 proficiency tests.

Continuing developments for the improvement of assessment in mathematics should be supported in the areas of:

- reporting of mathematics department criterion reference assessment,
- clarification of the relationship of criterion-reference and norm-reference assessment as used by USD #259,
- development of a system-wide student profile system which would include mathematics assessment and report information, and
- continuing assessment modifications which are consistent with changing mathematic goals and programs.

Social Studies

Standardized achievement tests provide only limited information which is directly related to social studies. Of tests which are currently used, only the Iowa Test of Basic Skills work-study skills area on visual materials has a relationship to social studies curriculum. The current study of the feasibility of senior high school achievement testing and current efforts of the Social Studies Department could result in a formal assessment program in social studies.

Direct assessment of most skills, attitudes and concepts for goals of the social studies curriculum should be directed through the Social Studies Department and include:

- subject matter standardized achievement tests for some content areas
- locally constructed tests for departmental goals and concepts, and
- the identification of those objectives of the social studies curriculum which can not be measured directly (such as attitudes and interest in community participation).

Vocational Programs

The use of standardized tests through the basic testing program has a very limited relationship to vocational programs. Test information is available for secondary school students who are pursuing vocational programs in the same manner that it is available for all USD #259 students. Test information is not available for post secondary students who are enrolled in vocational programs.

The accountability systems for vocational programs and students are provided through a series of completion, attendance and employment standards which are applied through state, divisional and employer requirements.

It is not anticipated that traditional testing programs will play a role in student or program accountability in the vocational area. In order to develop a more complete understanding of the relationship of assessed academic skills and program completion for students in vocational programs, student achievement profiles and listings can be developed using existing assessment information.

A schematic representation of the related assessment responsibilities in USD #259 in five areas

Curriculum and Program Areas	Basic Testing Program	Assessment Coordination of Basic Testing Programs, Data Processing and Academic Programs	Departmental and Program Assessment	Classroom Assessment	Independent Assessment
Reading	Reading Readiness (MRT), gr. 1 (test being changed) Reading Achievement (MAT), gr. 2 -- Reading and Vocabulary, ITBS, gr. 3,4,5,6 and continuing in selected secondary grades -- Reading Proficiency Assessment	Development of reporting and record keeping for criterion-reference tests in reading -- Development of Achievement Profile system to include reading	Regular use of criterion - reference testings to measure student achievement in elementary grades and in combination with secondary reading courses -- Assessment of reading skills by students in reading labs	On-going process of instruction, evaluation and diagnosing Evaluation includes classroom testing, evaluation of daily assignments, assessment of participation, credit for production work, etc. The criteria for evaluation are defined by the respective schools and departments within the parameters of USD #259 policies on grading and evaluation	Federal program assessments -- Independent testing programs which assess reading directly or indirectly (ACT, S.S. and N.S. Reading) -- Continuity of State Competency Testing in reading
Language Arts/ Composition	Assessment of proof reading and editing skills through the use of standardized achievement tests	Development of a recording and reporting system for writing sample information -- Inclusion of writing sample results and related standardized test results on student achievement profiles -- Clarification of the strengths and limitations of different assessment modes	Developmental and use of systematic writing sample assessment at various grade levels -- Use of selected content tests to assess cognitive gains in some secondary course offering		Independent testing program participation (example - ACT language usage)
Math	Quantitative Readiness Skills in grade 1 -- Math Achievement in grades 2,3,4,5,6 and selected secondary grades -- Math Proficiency Assessment	Development of reporting and recording system for criterion-reference tests -- Inclusion of math assessment and standardized test math results on student achievement profiles	Departmental identified criterion reference tests in elementary grades and for secondary math classes -- Assessment of student progress in secondary math labs		Funded program assessments -- Independent Testing Program participation (example - ACT math usage)
Social Studies	Limited Application (Work-study skills in Visual Materials on the ITBS)		Specific content tests in selected social studies curriculum areas		
Vocational	Little or no direct impact	Possible improvements in group and individual student profiles of secondary students who select to participate in vocational programs	The criteria for the evaluation both of program accountability and individual student accountability are very clearly stated and involve a combination of (a) departmental and division evaluation responsibilities, (b) classroom assessment responsibilities with clearly established guides, and (c) a series of independent or cooperative evaluations which involve both other governmental agencies and employers. The report by the Vocational Programs Sub-Committee of the Accountability Task Force provides a specific enumeration of these evaluation systems.		

CURRENT STATUS AND COMMENTS ABOUT
THE BASIC TESTING PROGRAM

Grade Level	Test Currently Used	Comments/Status
1	Metropolitan Readiness Test (MRT)	Although a form of the MRT has been used for a number of years, the edition and level of the test was changed for 1980-81 based on the work of a study committee. The new test, a 1976 edition, has received more positive teacher reaction than the 1970 edition of the test as an accurate indicator of the level of student readiness.
2	Metropolitan Achievement Test, 1970 edition.	A committee is currently considering a change. It is expected that a new test adoption will be used in the 1981-82 school year.
	California Short Form Test of Academic Aptitude.	This test is being questioned with increasing frequency because (1) it does not have any direct uses, and (2) because it is time consuming for teachers. A committee will consider possible changes.
3	Iowa Tests of Basic Skills	The ITBS has been administered in USD #259 for twenty years. The use of a new edition with revised reporting forms will be used this spring.
4	Iowa Tests of Basic Skills	The ITBS has been administered in USD #259 for twenty years. The use of a new edition with revised reporting froms will be used this spring.
5	Iowa Tests of Basic Skills	The ITBS has been administered in USD #259 for twenty years. The use of a new edition with revised reporting forms will be used this spring.
	California Short Form Test of Academic Aptitude.	Although this test does not have precise uses, it is used to assist in a general review of student progress. Because it is machine scored and less time consuming, it is less frequently criticized than the revision given in grade two.

Grade Level	Test Currently Used	Comments/Status
6	Iowa Tests of Basic Skills	The ITBS has been administered in USD #259 for twenty years. The use of a new edition with revised reporting forms will be used this spring.
8	Everyday Skills Test (EST)	This test is used to assess mathematics and reading proficiency and is scheduled for review as soon as a final decision in state-wide competency testing is completed. New secondary students in grades 9-12 are students who do not pass the test in grade 8 and are retested until the proficiency requirement is satisfied.
9	Iowa Tests of Basic Skills	This test is administered to ninth grade students in December. A committee is currently studying the desirability of using this test at a different grade level and/or a different time of the school year.
Senior High School	None	A committee is currently examining the feasibility of implementing senior high school achievement testing.

PUPIL ASSESSMENT: WHAT NEEDS TO BE DONE

The following recommendations are presented for consideration and approval by the Board of Education:

1. Pupil record and monitoring systems should be expanded to bring about appropriate interfacing of assessments results from the various modes of assessment so that pupils, teachers and parents will have a more comprehensive and useful picture of longitudinal growth, and of pupil strengths and weaknesses in specific subject areas.

   A number of activities are in progress which will aid in laying a groundwork for implementing the recommendation. These include the following:

   - expected learner outcomes are being developed, defined, or refined in critical content areas
   - statements of objectives have been, or are being, developed.

2. A significant and presently lacking component of accountability in the Wichita Public Schools is a structured, ongoing, funded program that tabulates and analyzes information from graduates and dropouts. The real value of a student's education is determined long after leaving the formal school setting. While there are a number of informed contacts made with some recent graduates and while employers give the school system some feedback, no organized system of followup is in existence.

   The Board of Education should recognize this deficit in the accountability system and should authorize the administration to study and eventually implement and fund an organized follow-up study of graduates and dropouts on a permanent basis.

3. The Board of Education should adopt a positive position statement that affirms that the most significant use of a student assessment program is to provide meaningful information about individual students that is helpful to

   - the students themselves
   - the teachers, counselors, and administrators
   - the parents

   Other uses of student evaluation data should not eclipse this primary value.

4. The Board of Education should take the lead in assisting the schools, the parents and the community in making a new commitment

to the value of useful evaluative information in accountability endeavors. Evaluation of pupil progress is a key component of an accountability effort. The low esteem in which organized testing processes were held throughout the last decade must be overcome.

5. The Board of Education established, beginning with the 1979 graduating class, a proficiency requirement in reading and mathematics. The Everyday Skills Test was selected in 1975 to implement this policy. Standards were set and have been in place for eighth through twelfth graders since that time. The administration should be authorized to reexamine this policy when the Kansas Legislature has completed the 1981 session in which at least two competency testing bills have been introduced. The continuation of a local proficiency requirement should be studied at that time.

A FINAL STATEMENT

Members of the Testing and Evaluation Subcommittee understand the Board of Education's rationale in developing the Accountability Task Force and believe it is proper that the focus of the Board of Education's charges to the Accountability Task Force is upon the analysis of the degree to which students learn and/or develop knowledge and skills in the basic subject areas selected for study; and, committee members agree that an analysis of achievement in those subject areas, as measured by standardized achievement tests, provides a significant indication of the quality of education in the District. However, the quality of education in a school system is more than the rate and level of learning in basic skills areas.

Persons responsible for evaluating educational achievement must consider, in addition to quantitative measures such as tests, factors related to economic, social, and educational conditions which relate directly to the degree to which teachers teach and students learn. Many items related to administrative services, facilities, financial support, availability and quality of teachers, support staff, and support by citizens affect the learning that takes place in any given classroom or school.

Many responsibilities held dear by both citizens and educators have been assigned to schools -- for example, the structuring of learning environments to enhance respect for persons of different races and cultures (e.g. integration), and the development of personal characteristics in children and youth (e.g. respect for authority, development of moral values). These responsibilities are not as easily evaluated as is "subject-matter learning."

Our purpose is not to debate the relative importance of the various responsibilities given schools; rather, we only suggest that, as new accountability structures are developed, they continue to illustrate the Board's concern for excellence in the attainment of basic skills and its commitment to other areas of human learning and interaction.

CONCLUSION

The Advisory Task Force for Program Accountability had many accountability models to choose from, as noted by the resources listed in the bibliography. Rather than to adopt an existing plan, they chose to struggle and define BASIC EDUCATION in their own terms and to define ACCOUNTABILITY in relation to the specific charge given by the Board. The process of review, study, and discussion became as important as the respective reports and the recommendations contained therein. The Task Force, by its approval of the respective reports, reached closure and fulfilled the request of the Board of Education.

The Management Study by Hay Associates of Philadelphia recommended more long-range planning and more involvement by the Board. This report of the Task Force certainly fulfills that recommendation in the areas defined. It also leads to the possibility of helping to establish long-range goals which can be translated to workable objectives at the operational levels. Therefore, the Chairperson would recommend that the Board of Education assign two or three priority areas annually to the accountability procedure.

The Task Force concludes its work with the petition to the Board to (1) study the various reports thoroughly, (2) seriously consider the recommendations of the various reports, (3) weigh the economic impact on a cost benefit basis, and (4) adopt those recommendations that will best serve the pupils and citizens of Wichita.

The final statement of the Testing and Evaluation Subcommittee bears repeating, ". . . as new accountability structures are developed, they continue to illustrate the Board's concern for excellence in the attainment of basic skills and its commitment to other areas of human learning and interaction."

APPENDICES

APPENDIX A

WICHITA PUBLIC SCHOOL SYSTEM
Office of the Superintendent
March, 1980

PROGRAM ACCOUNTABILITY MODEL

SUPERINTENDENT'S CHARGE: REPORT A TENTATIVE PLAN BY FEBRUARY 25, 1980

1. Establish the purpose of the Advisory Task Force
2. Prepare a tentative list of potential participants
3. Designate a steering committee
4. Establish tentative procedures
5. Designate content areas for measurement
6. Designate possible methods of measurement
7. Clarify both short-range goals - Spring and Summer, 1980, and long-range goals - 1980-1981, 1980-1985
8. Establish time lines for action

ADMINISTRATIVE GOAL: INCREASE THE ACHIEVEMENT LEVEL IN THE AREAS OF BASIC, LIFE, AND JOB SKILLS

1. Purpose of the Advisory Task Force, comprised of lay and professional persons, is to develop recommendations for implementing the administrative goal. It is anticipated that the Advisory Task Force will:

   a. Review present accountability process
   b. Identify program areas for study and evaluation
   c. Define and select appropriate evaluation procedures
   d. Prepare accountability report(s)

      (1) Preliminary report July 1, 1980
      (2) Annual report(s) January 1, 1981 - 1985

2. Potential Advisory Task Force participants

Board of Education (Member)	1
Board of Education (Appointees)	7
Parent Teachers Association - Elementary and Secondary	2
Wichita State University	1
Wichita Area Chamber of Commerce	1
Labor Union Representation	1
SER Jobs for Progress, Inc.	1
Urban League of Wichita	1
National Conference of Christians and Jews	1
Mid-America All-Indian Center	1
League of Women Voters	1

NEA-Wichita, President	1
Wichita Federation of Teachers, President	1
Wichita Educational Administrators Association, President	1
Special Education Department, Director	1
Federal Programs Department, Director	1
Curriculum Division, Directors and Coordinators	3
Pupil Services Division, Director	1
*Research, Planning, and Development Division, Director	1
Line Administration--Elementary, Secondary, and Vocational	3
Classroom Teachers--Elementary, Secondary, and Vocational	3
Total Membership	34

*Advisory Task Force Chairperson

3. Steering Committee participants

NEA-Wichita, President	1
Board of Education, Member	1
Board of Education, Appointee	1
Parent Teachers Association	1
Line Administration	1
Curriculum Services	1
Advisory Task Force Chairperson	1
Total Steering Committee	7

4. Suggested content areas to be studied
(Resource Leader: Curriculum Services Division Director)

a. Content areas desired by the Advisory Task Force
July 1, 1981 - 1985

(1) Suggestions for Phase I - 1980-1981
- K-12 Language Arts - Reading, Literature, and Composition
- 1-12 Mathematics
- K-12 Social Studies - History, Government

(2) Suggestions for Phase II - 1981-1982

- Science
- Physical Education
- Foreign Languages
- Industrial Arts
- Home Economics

b. Content areas required by state mandates

c. Content areas as specified through identified Federal Programs

d. Content areas identified through external agencies/measurements; e.g.

(1) North Central and follow-up
(2) National Assessment of Educational Progress
(3) American College Testing program
(4) Scholastic Aptitude Testing program

The measures used should be based upon the content to be measured whether it be instrumental music, foreign language, or reading. Projected time lines are subject to debate and subject to recommendations by the Advisory Task Force.

5. Suggested measurement procedures through hearings and testimony (Resource Leader: Pupil Services Division Director)

a. Study present quantitative data

b. Study evidence of qualitative products

c. Study required accountability measures

(1) Basic testing program for the school district
(2) Wichita proficiency exams, Grade 8
(3) Kansas Competency Assessment Program (Pilot) Grades 2, 4, 6, 8, and 11
(4) Federal program evaluations
(5) Vocational follow-up
(6) High school graduate follow-up

d. Study characteristics of the instructional staff

(1) Experience
(2) Preservice professional preparation
(3) Inservice professional preparation
(4) Honors and recognition

e. Study instructional resources
(1) Personnel
(2) Materials
(3) Facilities

f. Study the North Central Association of Secondary Schools documents

g. Study information regarding school attendance, vandalism, grades, course credits, suspensions, expulsions, and other relevant data

6. Supportive services from other Divisions

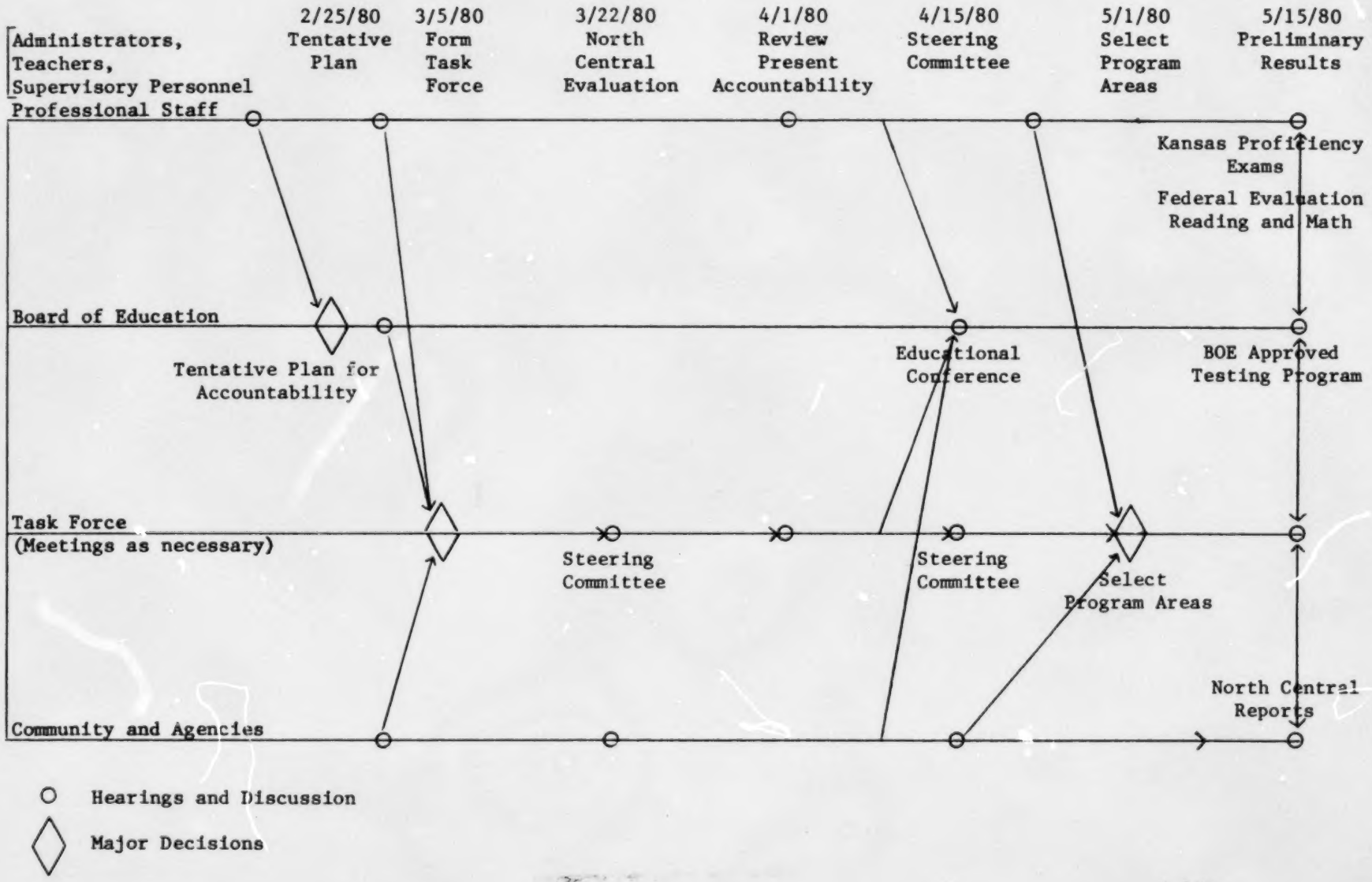
There will be continuous support from these staff operations in the form of techniques and methods of instruction in appropriate measurements and evaluation procedures and in documents. These services may be required for information, study, surveys, and research projections. The following services will be available as resources to the Advisory Task Force:

a. Business Services - budgets, cost analyses, etc.
b. Communication Services - publications, surveys, etc.
c. Personnel Services - recruitment, selection, evaluation, etc.
d. Pupil Accounting and Data Processing Services - data retrieval and programming
e. School Plant Planning and Operation Services - maintenance and improvement of the instructional environment
f. Staff Development Services - inservice programs, consultative services, etc.

7. Implementation of curriculum programs, Board policies, and recommendations from task forces and other advisory groups will be carried out administratively through the following line operations:

a. Elementary Education - Director, principals, teachers
b. Secondary Education - Director, principals, departments, teachers
c. Vocational and Technical Education - Director, principal, departments, teachers

RESEARCH, PLANNING, AND DEVELOPMENT
ACCOUNTABILITY SCHEMATIC
February 4, 1980



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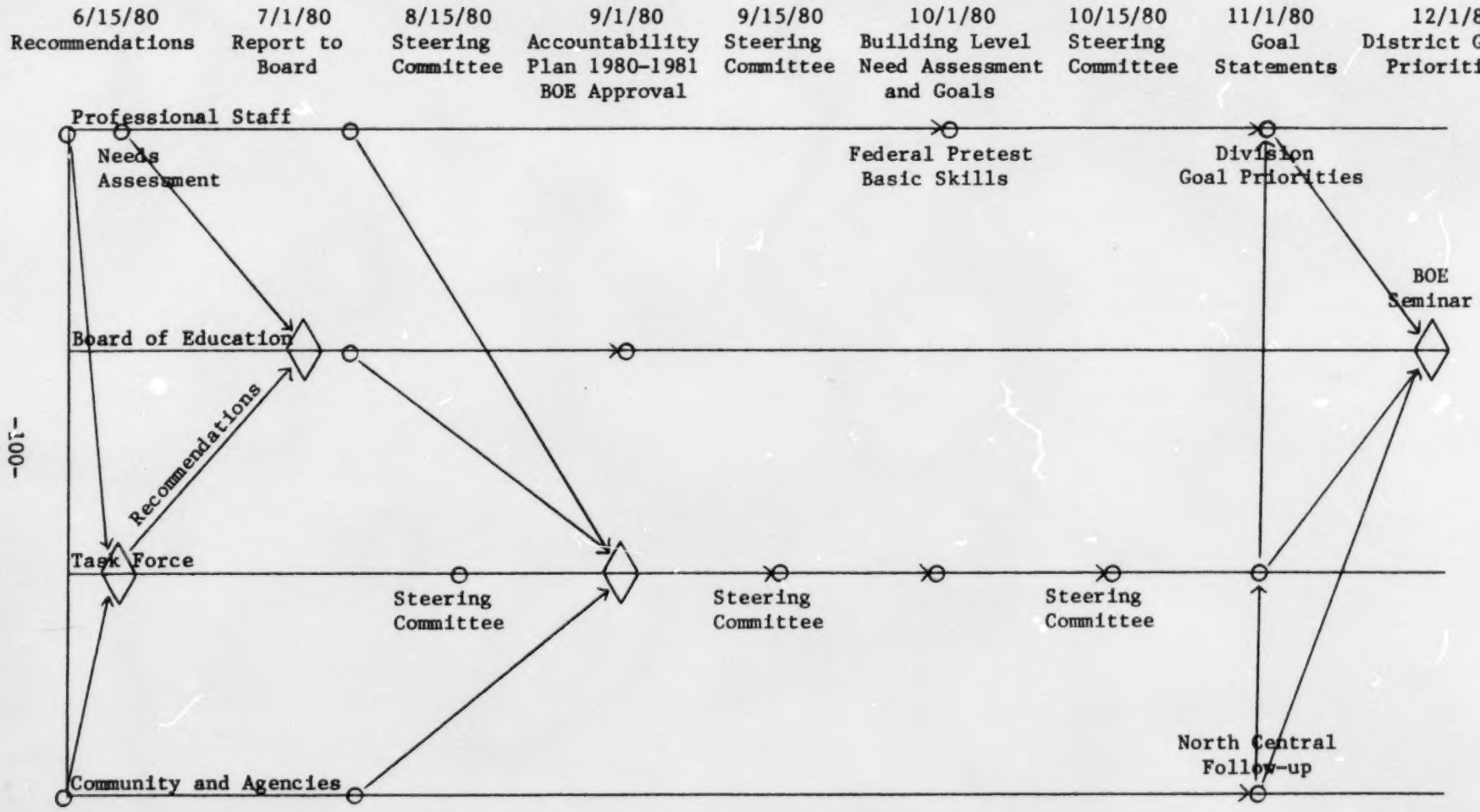
RESEARCH, PLANNING, AND DEVELOPMENT
ACCOUNTABILITY SCHEMATIC
February 4, 1980



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Hearings and Discussion

Major Decisions

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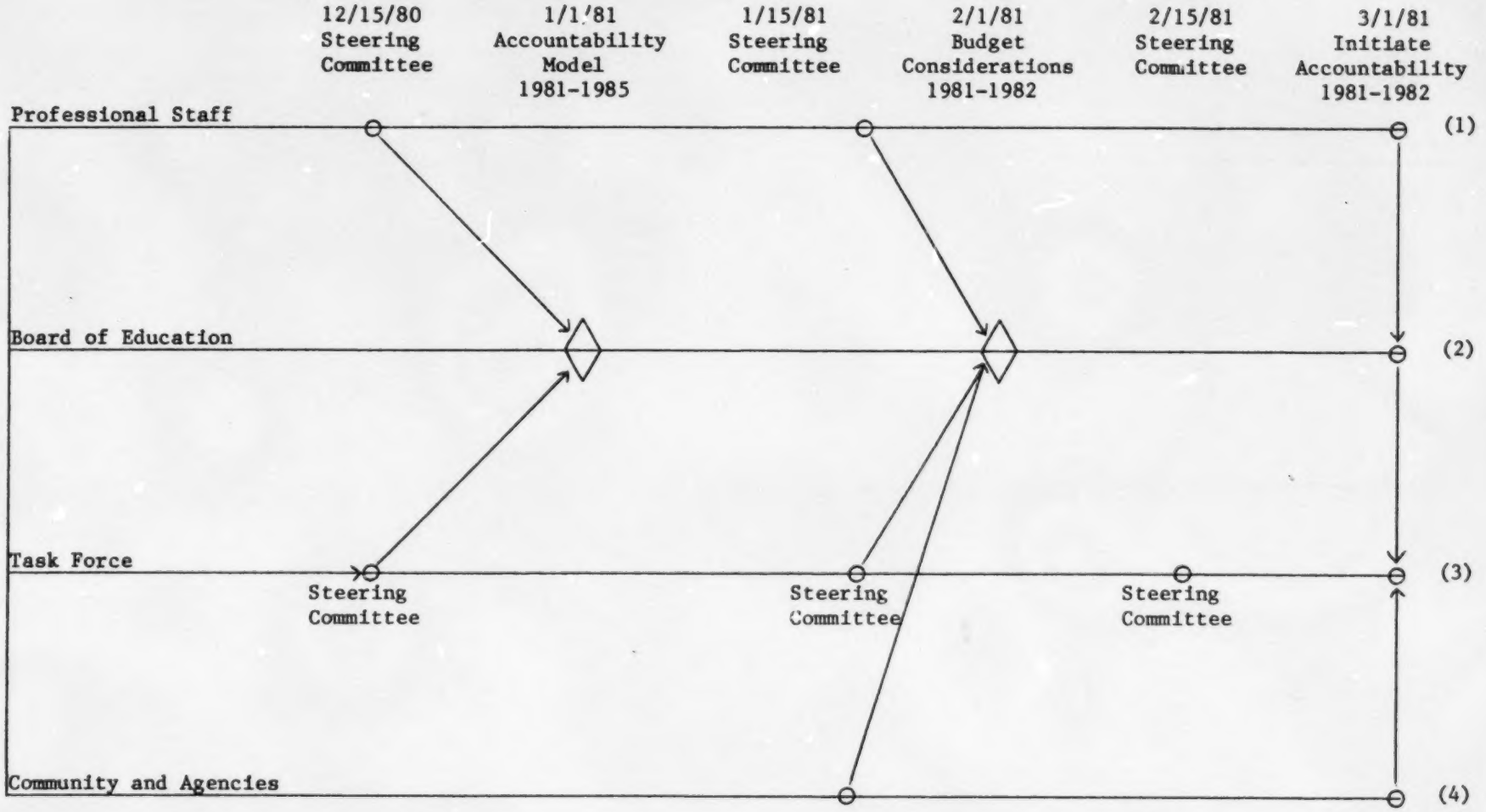
RESEARCH, PLANNING, AND DEVELOPMENT
ACCOUNTABILITY SCHEMATIC
February 4, 1980



○ Hearings and Discussion

◇ Major Decisions

(1) Repeat schematic through 1984-1985
(2) Policy directives annually, and receive accountability reports
(3) 7/1/81: Present Annual Report, submit recommendations, and terminate Task Force
(4) Continue community and agency input as needed

APPENDIX B

MEMBERS OF STEERING COMMITTEE
ADVISORY TASK FORCE FOR PROGRAM ACCOUNTABILITY
IN THE WICHITA PUBLIC SCHOOLS

Representing	Telephone No.	Name and Address
Board of Education	685-5162	Patricia King, Office Manager The Tony King Company 3125 East Harry (67211)
Board of Education Appointee	942-4224	Paul Lueker, Sales Associate J. P. Weigand and Sons, Realtors 2014 West 13th (67203)
Curriculum Services Division Wichita Public Schools	268-7807	Lawrence Bechtold, Director Curriculum Services Division Wichita Public Schools 640 North Emporia (67214
Elementary Education Wichita Public Schools	268-7819	Ralph E. Walker, Director Elementary Education Wichita Public Schools 428 South Broadway (67202)
NEA-Wichita	685-2397	Tempie Hurssey, President NEA-Wichita 903 George Washington Drive (67211)
PTA - Elementary	684-8303	Rosie Greenemeyer, President PTA - Elementary Schools, USD 259 744 South Terrace (67218)
Research, Planning, and Development Services Division Wichita Public Schools (Chairperson)	268-7882	A. W. (Bill) Dirks, Director Research, Planning, and Development Services Division Wichita Public Schools 640 North Emporia (67214)

APPENDIX C

MEMBERS
ADVISORY TASK FORCE FOR PROGRAM ACCOUNTABILITY
IN THE WICHITA PUBLIC SCHOOLS

Name and Address	Telephone No.	Representing
Janice A. Bailey, Preschool Teacher Kechi Early Childhood Ed. Center 4510 East 61st N. (67220)	744-1215	Classroom Teachers - Elementary
Lawrence Bechtold, Director Curriculum Services Division Wichita Public Schools 640 North Emporia (67214)	268-7807	USD 259 - Curriculum Services Division
* Debra Britting 8433 Huntington (67206)	685-8018	BOE - Dr. Kenneth Kimbell
Leonard M. Chaffee, Dean College of Education Wichita State University Corbin Education Center, Box 28 (67208)	689-3301	Wichita State University
Raymond D. Crisp, Coordinator Language Arts Wichita Public Schools 640 North Emporia (67214)	268-7864	USD 259 - Language Arts
A. W. (Bill) Dirks, Director Research, Planning, and Development Services Division Wichita Public Schools 640 North Emporia (67214)	268-7882	USD 259 - Research, Planning, and Development Services Division (Chairperson)
* Elizabeth Donnell 8116 Maple (67209)	722-3932	BOE - Joyce Focht
James F. Dyk, Director Special Education Department Wichita Public Schools 640 North Emporia (67214)	268-7754	USD 259 - Special Education
Dean Gary, President Services Employees Union, Local 513 Labor Temple 417 East English (67202)	263-0323	Service Employees Union Local 513
Rosie Greenemeyer 744 South Terrace (67218)	684-8303	PTA - Elementary
James G. Howell, Director Reading Services Department Wichita Public Schools 1847 North Chautauqua (67214)	268-7871	USD 259 - Reading Services

Name and Address	Telephone No.	Representing
Douglas Hupp, Director Title I Program Wichita Public Schools 1847 North Chautauqua (67214)	268-7554	USD 259 - Federal Programs
Tempie Hurssey, Science Teacher Curtis Junior High School 1031 South Edgemoor (67218)	684-5251	NEA - Wichita
Paula Oliver, Executive Director Mid-America All-Indian Center, Inc. 650 North Seneca (67203)	262-5221	Mid-America All-Indian Center
* Janice Kamen 601 North Longford Lane (67206)	685-2487	BOE - Sheldon J. Kamen
* Darrell D. Kellogg, Attorney 200 West Douglas (67202)	265-7761	BOE - Jo Ann Pottorff
Patricia King Office Manager The Tony King Company 3125 East Harry (67211)	685-5162	Board of Education
Richard E. Ladd, Director Wichita Area Vocational-Technical School Wichita Public Schools 301 South Grove (67211)	265-0771	USD 259 - Line Administration (Vocational Education)
* Paul Lueker, Sales Associate J. P. Weigand and Sons, Realtors 2014 West 13th (67203)	942-4224	BOE - Albert J. Kirk
Americanna Magness 3317 South Handley (67217)	522-6953 522-2233	PTA - Secondary
David S. McElhiney, Director Secondary Education Wichita Public Schools 428 South Broadway (67202)	268-7865	USD 259 - Line Administration (Secondary Education)
John Morton, Principal Truesdell Junior High School 2464 South Glenn (67217)	267-8281	Wichita Educational Management Association (WEMA)
Coleen Atherton-Prichard 1607 North Clarence (67203)	683-5551 943-7574	League of Women Voters
Nora Pugh Urban League of Wichita, Inc. 1405 North Minneapolis (67214)	262-2463	Urban League of Wichita, Inc.

Name and Address	Telephone No.	Representing
Mark E. Ritchey, President Wichita Federation of Teachers 530 East Harry (67211)	262-0643	Wichita Federation of Teachers
Paul Sanchez, Program Director SER Jobs for Progress, Inc. 2700 North Woodland (67220)	264-7953	SER Jobs for Progress
Edgar E. Schroeder, Coordinator Mathematics Department Wichita Public Schools 640 North Emporia (67214)	268-7856	USD 259 - Mathematics Services
George Shaver, Counselor West Senior High School 820 South Osage (67213)	267-8361	USD 259 - Counselors
Elfrieda Shellenberger English Teacher East Senior High School 2301 East Douglas (67211)	263-8101	Classroom Teachers - Secondary
Jacqueline (Jackie) Snyder Assistant Vice President Academic Affairs Wichita State University 205 Morrison, Box 13 (67208)	689-3012	BOE - Patricia King
Keith Stevens, Vice President Amsden Lumber Company P.O. Box 13239 West Wichita Station (67213)	265-9546	Wichita Area Chamber of Commerce (Chairman, School Board Committee)
Charles A. Thompson, Coordinator Social Studies Wichita Public Schools 640 North Emporia (67214)	268-7821	USD 259 - Social Studies
Jack T. Vaughn, Executive Director National Conference of Christians & Jews 512 Insurance Building 212 North Market (67202)	264-0356	National Conference of Christians & Jews
Ralph E. Walker, Director Elementary Education Wichita Public Schools 428 South Broadway (67202)	268-7819	USD 259 - Line Administration (Elementary Education)
* Shirley Yonce 9300 Harvest Lane (67212)	722-5625	BOE - John C. Frye
Donald E. Younglund, Director Pupil Services Division Wichita Public Schools 640 North Emporia (67214)	268-7741	USD 259 - Pupil Services Division

* Board of Education Representative

APPENDIX D

SUBCOMMITTEES
ADVISORY TASK FORCE FOR PROGRAM ACCOUNTABILITY
IN THE WICHITA PUBLIC SCHOOLS

* Professional Cochairperson
** Lay Cochairperson

Evaluation and Testing

* Don Younglund (Pupil Services Director)
** Rosie Greenemeyer (Task Force Member)

Janice Bailey (Task Force Member)
Leonard Chaffee (Task Force Member)
Lucie Eyssallenne (Title I PAC)
Tempie Hurssey (Task Force Member)
Darrell Kellogg (Task Force Member)
Paul Lueker (Task Force Member)
Nora Pugh (Task Force Member)
George Shaver (Task Force Member)
Keith Stevens (Task Force Member)

Language Arts - Reading

* Jim Howell (Reading Services Director)
** Deloris Cox (Title I PIW - Cloud)

Beverly Hatcher (Parent - Buckner)
La Trell King (Parent - Carter)
Marian Kiser (Teacher - Jefferson)
Americanna Magness (Task Force Member)
Jack Miller (WSU Reading Director)

Social Studies

* Charles Thompson (Social Studies Coordinator)
** Jack T. Vaughn (Task Force Member)

Elizabeth Donnell (Task Force Member)
Donald M. Douglas (History Department, WSU)
Ron Johnson (Task Force Member)
Jacqueline Lugrand (Parent - Pleasant Valley and Heights)
Coleen Atherton-Prichard (Task Force Member)
Paul Sanchez (Task Force Member)

Mathematics

* Ed Schroeder (Mathematics Coordinator)
** Debra Britting (Task Force Member)

Sherrie Burns (Title I PAC)
Deloris Cox (Title I PIW - Cloud)
Donna DeLozier (Title I PAC)
Dean Gary (Task Force Member)
Pearl Houston (Title I PAC)
Coleen Atherton-Prichard (Task Force Member)
Terry Moore White (Research Assistant)

Language Arts - Composition

* Ray Crisp (Language Arts Coordinator
** Jackie Snyder (Task Force Member)

Elizabeth Donnell (Task Force Member)
Ila Foreman (Parent)
Janice Kamen (Task Force Member)
Carol Lininger (Principal - Longfellow)
Elfrieda Shellenberger (Task Force Member)
Dixie Swanson (Teacher - Truesdell)
Edward Thompson (Teacher - Heights)

Vocational Education

* Richard Ladd (WAVTS Director)
**

Elizabeth Donnell (Task Force Member
James Dyk (Task Force Member)
Mimie Hatch (Voc. Ed. Advisory Council)
Naomi Morrison (Toy Box Day Center)
Harold Peterson (Exec. Asst. to City Manager)
Nora Pugh (Task Force Member)
Mark Ritchie (Task Force Member)
Rita Vasquez (Voc. Ed. Advisory Council)
Rose Villareal (Voc. Ed. Advisory Council)
Shirley Yonce (Task Force Member)

APPENDIX E

THE 12TH ANNUAL GALLUP POLL

PROGRAM ACCOUNTABILITY TASK FORCE AND SUBCOMMITTEES
RESPONSES TO:
QUESTION I: MAJOR PROBLEMS CONFRONTING THE PUBLIC SCHOOLS IN 1980

	Major Problems	Responses
1.	Curriculum related problems:	20
	(a) Lack of appropriate programs and services in meeting a wide range of individual student needs and abilities, including special education and different language students	(11)
	(b) Lack of emphasis on basic skills	(5)
	(c) Teaching students how to use the English language competently (changing attitudes towards)	(2)
	(d) Developing an awareness and understanding of composition	(1)
	(e) Sex education	(1)
2.	School finance and related problems	20
3.	Cultural/social awareness related problems	16
4.	Parent/student/teacher apathy related problems	15
5.	Discipline related problems	11
6.	Public relations/communications related problems	11
7.	Teacher competence related problems	11
8.	Teacher shortages/morale related problems	10
9.	BOE/management/staff relationship problems	6
10.	Pupil attendance related problems	6
11.	Pupil expectation related problems	5
12.	Declining enrollment related problems	4
13.	Busing related problems	3
14.	Lack of clear definition of education, statement of purpose, and measurable prioritized educational goals	3
15.	Large classes	2
16.	School facility upgrading and utilization related problems	2
17.	Energy crisis	1

THE 12TH ANNUAL GALLUP POLL

PROGRAM ACCOUNTABILITY TASK FORCE AND SUBCOMMITTEES
RESPONSES TO:
LOCAL QUESTION: ADDITIONAL COMMENTS THAT MIGHT APPLY TO USD 259

1. Ultimately accountable is the local school board, elected by taxpayers to make the basic decisions regarding the purpose, goals, and operations of the school system. They should make these decisions, foremost, in light of the responsibility the taxpayers have given them, and then, after careful deliberation of pros and cons and input by affected groups, they have the initial responsibility of carefully defining the word "education" and then establishing and prioritizing measurable system goals. Secondly, they have the responsibility of establishing operations and procedures which carefully define the functions and responsibilities of all school personnel and, thus, enable the board to hold these people responsible.

2. Teachers need to understand they are accountable - attitude toward responsibility of board adopted curriculum is not taken seriously; i.e., Science, Health, Composition, etc.)

3. As the expectations of the teachers, principals, school board members and other support personnel decrease in regard to the capabilities of the students, the achievement level diminishes. The extra time that the students discover they have, due to reduced workload and difficulty, is spent either nonproductively or in pursuit of a job. These jobs are tiring the students to a point of lowered grades and minimal learning. Result: substandard graduates!

4. The district would be wise to have a uniform criterion reference testing system to measure strengths and weaknesses of each individual student.

5. A standard model for accountability should be developed when all reports have been approved by the accountability task force.

6. The lack of parental involvement or at-home reinforcement is perhaps the most critical issue. Also, many people are leaving teaching because they are tired of the hassles--discipline problems, low salaries, lack of administrative empathy and support, the intrafighting reunionization, etc., etc. Each of the following should have to be accountable in some specific way that can be checked upon and <u>enforced</u>: students, teachers, administrators, parents. Some kind of parental involvement or responsibility should be mandated as the price for keeping children in school or in desirable school programs. Standardized tests are OVERRATED! Let's not "teach to the tests"; let's not build the curriculum around them!

7. Schools must be more accountable to: consumers - parents and senior high students; profession - professional associates; resources - community taxpayers, business, and industry; government - Board, State Department, and regulatory agencies.

8. We are in a worthwhile process of exploring accountability. We can only grow from this experience, and the programs we give attention to can only grow also. That busy people are willing to study and work with programs is encouraging.

9. Accountability can only be required where there is clearly defined responsibility. The Colorado accountability model is an excellent one to use as a pattern for our local efforts.

10. Simply stated, accountability should deal with responsibility and answerability; i.e., areas of responsibility, who should be responsible, how persons are answerable, what documentation is expected and when, etc. Accountability should be defined in terms of outcomes as well as processes if adequate measurement methods and tools are available, but answerability for results should be commensurate with means of, or power to, control.

11. The question concerning moral instruction is a potentially loaded and deadly one: moral instruction or ethical instruction, yes; but religious instruction, NO! I gave a positive answer only after long thought and in the light of a conviction that it is our responsibility to provide an awareness of human consequences stemming from our acts and our decisions and to provide our youngsters a framework within which to reach their own ethical conclusions.

12. The greatest weakness among college students is an inability to handle their own language adequately.

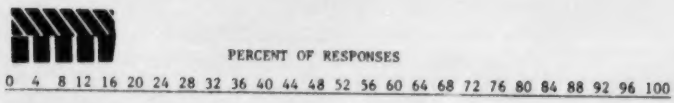
13. Current thinking is that accountability is a function only of output which is, of course, fallacious since output is determined directly by input. In our zeal to examine the product, let's not neglect the raw materials.

14. The accountability model should include some measure of how well the objectives of the district have been mastered by the Wichita Public School students.

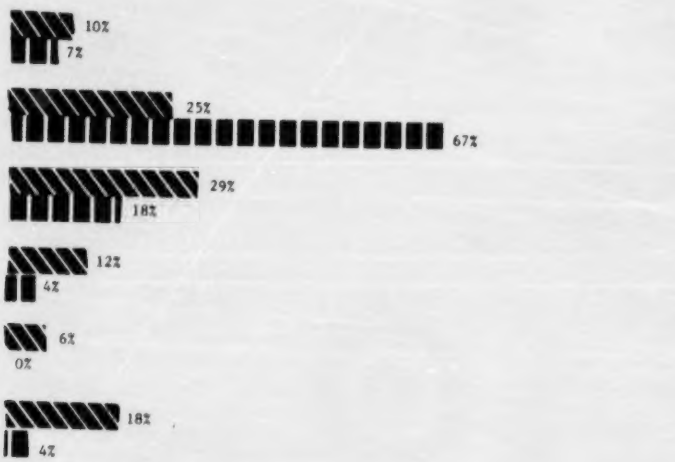
15. Because test results are the accepted norm for evaluating a student's progress, there seems to be a need to stress testing, on the whole, throughout the school system. "Teaching to the test" may be philosophically abhorrent, yet it remains the primary answer to providing accountability to the public which is easily understood. Numbers are accepted, whether it is the numbers game in testing or numbers in all areas where "more" is considered "better."

16. Do parents understand their responsibility in accountability for pupil progress? Do the schools assist parents in measuring parental accountability? Do universities understand the changing school society which leads to emphasis in training needs in areas of: (1) understanding and communicating with the nonwhite or nonmiddle class pupil, (2) listening, (3) parental involvement, (4) different methodology(e.g., departures from teacher-centered classroom), and (5) teacher mental health systems?

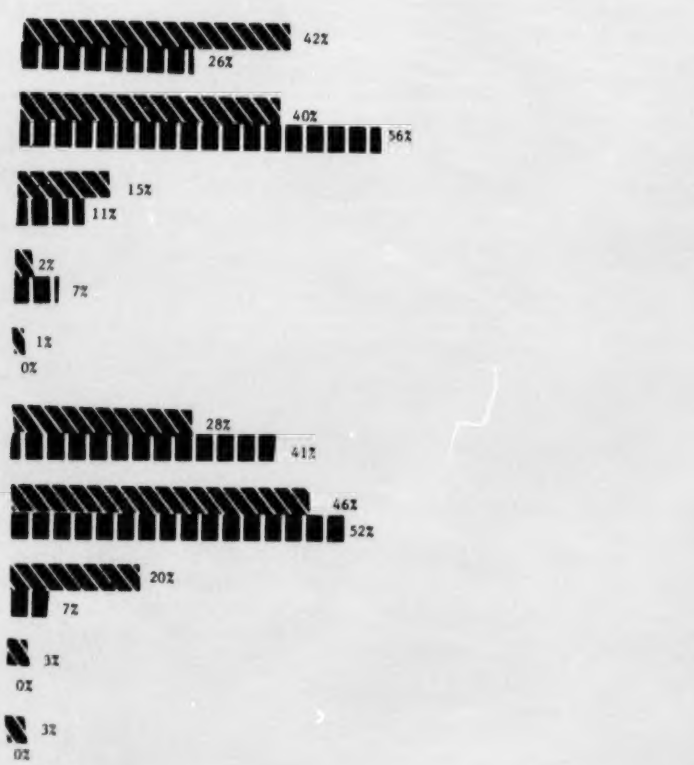
17. I feel that our schools are basically good, and that those who are the practitioners should be more directly involved in the development of an accountable model than they have been. We all need to be accountable, even BOE members.



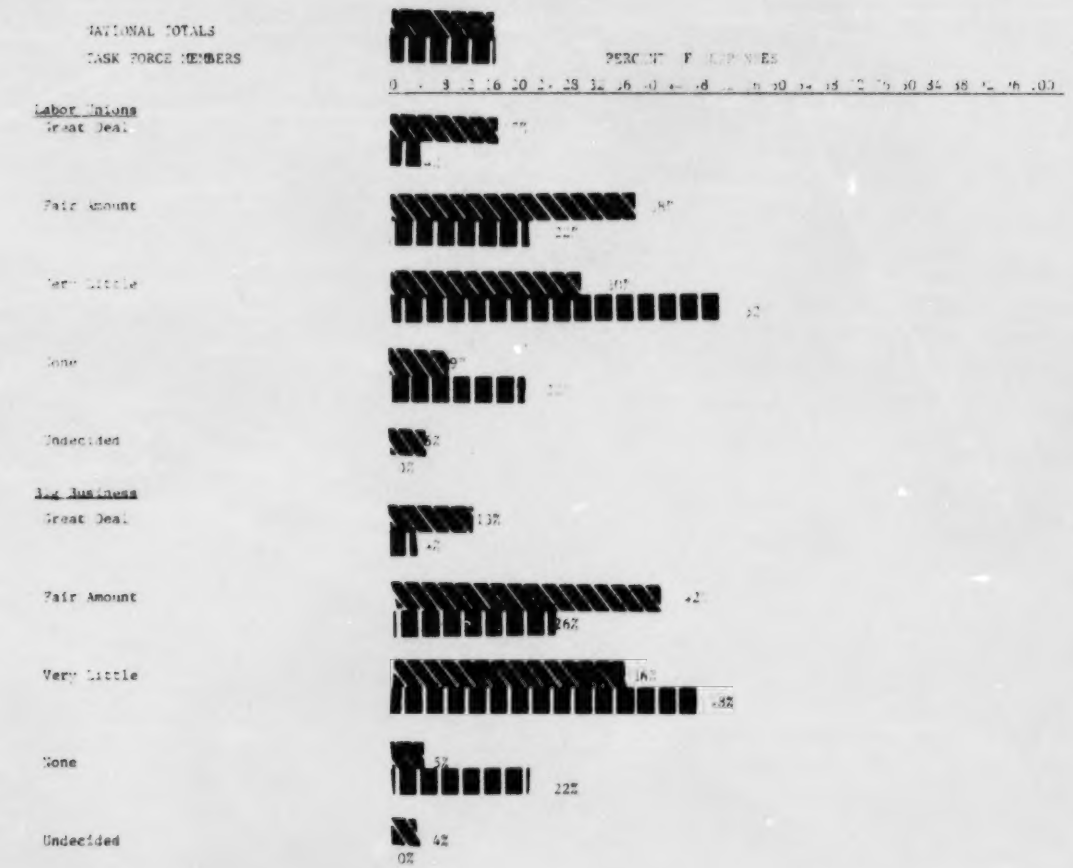
PUBLIC SCHOOLS RATING.
Students are often given the grades A,B, C,D, and FAIL to denote the quality of their work. Suppose the public schools themselves, in this community, were graded in the same way.



PUBLIC CONFIDENCE IN AMERICAN INSTITUTIONS.
How much confidence do you, yourself, have in these American institutions to serve the public's needs?

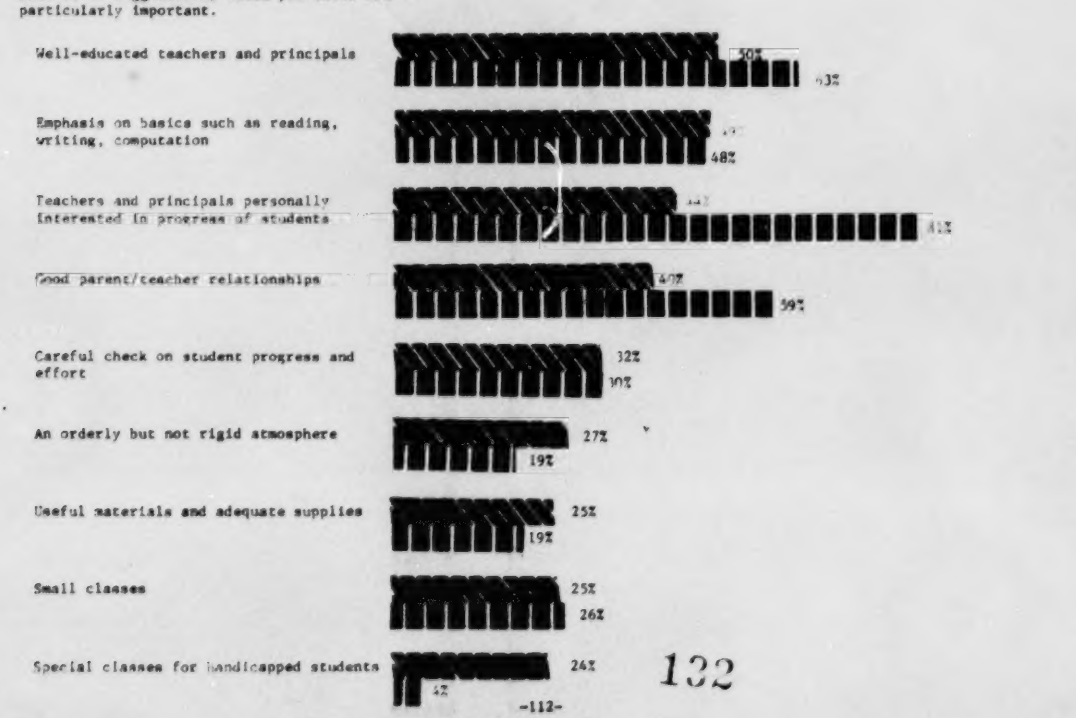


NATIONAL TOTALS
TASK FORCE MEMBERS
PERCENT OF RESPONSES
0 4 8 12 16 20 24 28 32 36 40 44 48 52 56 60 64 68 72 76 80 84 88 92 96 100
The Courts
Great Deal
19%
15%
Fair Amount
45%
59%
Very Little
28%
19%
None
5%
0%
Undecided
3%
7%
Local Government
Great Deal
19%
7%
Fair Amount
51%
63%
Very Little
23%
30%
None
4%
0%
Undecided
3%
0%
State Government
Great Deal
17%
4%
Fair Amount
52%
52%
Very Little
24%
41%
None
4%
0%
Undecided
3%
3%
National Government
Great Deal
4%
4%
Fair Amount
47%
48%
Very Little
31%
48%
None
5%
0%
Undecided
3%
0%

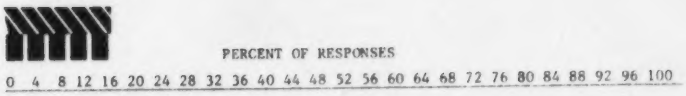


WAYS TO IMPROVE EDUCATION IN YOUR COMMUNITY.

Here are a number of things which may have a good effect on the education students receive in the public schools of this community. Will you circle four (from a list of 14 suggestions) which you think are particularly important.

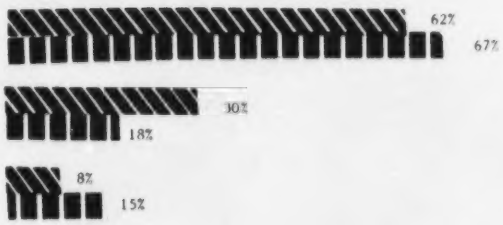


NATIONAL TOTALS
TASK FORCE MEMBERS
PERCENT OF RESPONSES
0 4 8 12 16 20 24 26 32 36 40 44 48 52 56 60 64 68 72 76 80 84 88 92 96 100
High goals and expectations on part of students
19%
41%
Wide variety of vocational courses
18%
0%
Advanced classes for the gifted
12%
0%
Extracurricular activities
6%
11%
Successful athletic teams
4%
0%
Don't know
6%
0%



NONGRADED SCHOOLS

Should a student be able to progress through the school system at his own speed and without regard to the usual grade levels? This would mean that he might study seventh-grade math but only fifth-grade English. Would you favor or oppose such a plan in the local schools?



MORAL INSTRUCTION

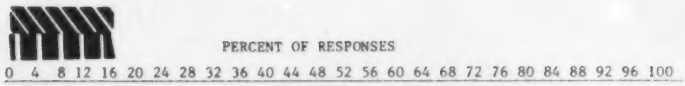
Would you favor or oppose instruction in the schools that would deal with moral behavior?

COST OF EDUCATION

It costs taxpayers about $2 an hour for each student for each class he or she attends - or about $10 for each school day. Are these figures higher, lower, or about the same as what you had thought?

PREPARING FOR ONE-PARENT FAMILIES

The number of one-parent families in the U.S. is growing each year due to high divorce rate, and it is predicted that nearly half of the childern born in 1980 will live, for a considerable period of time, with only one parent. Because of this, some people believe that the schools must find new ways to deal with the children from these broken homes. Of course, this will cost more money. Now, here are three proposals. For each one indicate whether you think it would be a good idea or a poor idea for the schools here.



WHAT LEVEL OF GOVERNMENT SHOULD DECIDE CURRICULUM CONTENT?

In your opinion, who should have the greatest influence in deciding what is taught in the public schools here?

The federal government	3%	4%
The state government	15%	4%
The local school board	68%	92%
Don't know	8%	0%

KEEPING IN TOUCH WITH PARENTS OF SCHOOLCHILDREN.

In your opinion, should or should not parents be asked to meet with school personnel before each new school semester to examine the grades, test scores, and career goals for each child and to work out a program to be followed both in school and at home?

Yes, favor this plan	84%	78%
No, do not favor	11%	11%
Don't know	5%	11%

IMPORTANCE OF SCHOOLS

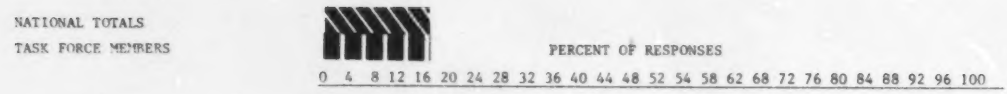
How important are schools to one's future success?

Extremely important	82%	85%
Fairly important	15%	15%
Not too important	2%	0%
No opinion	1%	0%

TEACHING AS A CAREER

Would you like to have a child of yours take up teaching in the public schools as a career?

Yes	48%	48%
No	40%	30%
Don't know	12%	22%



Proposal 1
Make school personnel available for evening counseling with single parents who are working if their children are having trouble at school.

Good idea	86%	78%
Poor idea	10%	15%
Don't know	4%	7%

Proposal 2
Give teachers training to help them deal with special problems of children from one-parent families.

Good idea	83%	81%
Poor idea	12%	4%
Don't know	5%	7%
No response	0%	8%

Proposal 3
Provide activities so children can spend more time at school rather than going to an empty house.

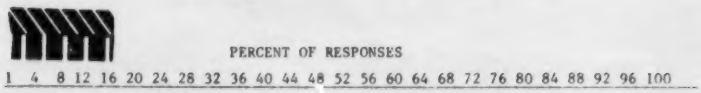
Good idea	76%	38%
Poor idea	18%	38%
Don't know	6%	20%
No response	0%	4%

THE BILLINGUAL PROBLEM
Many families who come from other countries have children who cannot speak English. Should or should not these children be required to learn English in special classes before they are enrolled in the public schools?

Yes, they should	82%	56%
No, they should not	13%	30%
Don't know	5%	14%

NATIONAL TOTALS

TASK FORCE MEMBERS



LEARNING ABOUT OTHER NATIONS

Should students spend more time than they now do learning about other nations of the world and the way people live there, or do you think they spend enough time now?

Should spend more time — 45% — 78%

Spend enough time now — 46% — 7%

Don't know — 9% — 15%

BASIC EDUCATION IN LOCAL SCHOOLS

Is it your impression that the local public school system gives enough attention, or not enough attention, to reading, writing, and arithmetic?

Enough attention — 34% — 44%

Not enough attention — 61% — 56%

Don't know — 5% — 0%

APPENDIX F

RESOURCE MATERIALS
FURNISHED
ADVISORY TASK FORCE FOR PROGRAM ACCOUNTABILITY
IN THE WICHITA PUBLIC SCHOOLS

Handouts at Meeting of April 16, 1980

Basic Testing Program Calendar 1978 - 1979, Division of Pupil Services, Department of Guidance and Pupil Evaluation, Wichita Public Schools

Calendar - Advisory Task Force and Steering Committee for Program Accountability

Levels of Educational Output Accountability, Division of Pupil Services, Wichita Public Schools, April 16, 1980

Members - Advisory Task Force for Program Accountability in the Wichita Public Schools

Memo from Bill Dirks, Chairperson, to Members of Advisory Task Force for Program Accountability Re March 17, 1980 Minutes of Steering Committee

Program Accountability Model, Wichita Public School System Office of the Superintendent, March 1980

Handouts at Meeting of May 22, 1980

Addendum (to Membership Roster)

Administrative Goals for 1980-81, Wichita Public Schools

Board Policy P6328.00 Minimum Standards in Reading and Mathematics, Curriculum Services Division

Farr, Roger and Olshavsky, Jill Edwards, "Is Minimum Competency Testing the Appropriate Solution to the SAT Decline?" Phi Delta Kappan, Vol. 61, No. 8, April 1980

INTERCOM, Staff Newsletter of the Wichita Public Schools, USD No. 259, Wichita, Kansas, Vol. 22, No. 9, May 15, 1980

Mathematics (USD 259) Resource Materials:
- Behavioral Objectives for Everyday Skills Test
- Concept Skill Check List
- Criteria for Evaluation of Elementary Mathematics Textbooks, 8-7-78
- Documentation of Participating Title I Math Students
- Heath Mathematics Activity Sheets, pp. 1d, 1e, 20a, and 20b
- Math-O-Gram Performance Report

Mathematics (USD 259) Resource Materials: (contd.)
Narrative - Elementary Mathematics Program 1980-1981, Title I
Process of Change, Title I
Remediation Progress Report, March 1980
Schematic Diagram of Elementary Mathematics Program
Something to Crow About (Title I Memo to Parents Re Child's Achievement)
Student Concept Mastery Form (for Teacher's Use)
Title I Elementary Mathematics
Title I Mathematics Participation Form
Wichita Mathematics Objectives, Division of Curriculum Services

Members of Steering Committee Advisory Task Force for Program Accountability in the Wichita Public Schools

Perspective, Newsletter of Research, Planning, and Development Services Division, Wichita (Kansas) Public Schools, Vol. IX, No. 3, May 1980

"The Reign of ETS," a Brief Summary of the Ralph Nader Report on the Educational Testing Service, Today's Education, April-May 1980, pp. 58G-64G

The RPD Update, Developments in Research of Interest to Title I Schools, April 1980

Report on Education Research, Vol. 12, No. 6, March 19, 1980, pp. 1-5

"Standardized Tests Do Help Teachers, AFT Researcher Says," Report on Education Research, Vol. 12, No. 10, May 14, 1980, p. 5

"Standardized Tests Would be Fine If All Children Were the Same the Same the Same," New Jersey Education Association, Trenton, N.J., NEA Now, May 12, 1980

Statement of Educational Philosophy, Wichita Public School System, August 6, 1973

Steering Committee Minutes, Advisory Task Force for Program Accountability in the Wichita Public Schools, April 28, 1980

Handouts at Meeting of June 19, 1980

"Blast education critics with good news," NEA Now, June 16, 1980. Reprint from American School Board Journal, June 1980

Organizational Chart of Advisory Task Force for Program Accountability

Franck, Phyllis, "AFT Solidifies Pro Testing, Anti Truth-In-Testing Stance," News Release, American Federation of Teachers, AFL-CIO, June 5, 1980

Report on Education Research, Vol. 12, No. 12, June 11, 1980, pp. 1-3

Reading (USD 259) Resource Materials:
A Comprehensive Reading Program
Getting Ready to Read--Level A
TOCR Team Oriented Corrective Reading
Title I Application Corrective Reading Component 1979-80
Wichita Public Schools Behavioral Objectives - Elementary Reading Student Reading Record Card
Wichita Public Schools Behavioral Objectives for Reading Class Criterion Test Record - Comprehension and Study Skills
Wichita Public Schools Behavioral Objectives for Reading Class Criterion Test Record - Vocabulary and Word Attack
Wichita Public Schools Behavioral Objectives for Reading Class Criterion Test Record - Vocabulary, Word Attack, Comprehension, and Study Skills

Shanker, Albert, "The Truth About 'Truth-in-Testing' Laws," AFT Action, p. 1

Subcommittees Advisory Task Force for Program Accountability in the Wichita Public Schools

Testing and Evaluation (USD 259) Resource Materials:
Basic Testing Program Calendar 1979-1980
The Broad View of Assessment in the Wichita Public Schools, June 19, 1980
Guide for Evaluating and Reporting Pupil Achievement, Wichita Public Schools, September, 1975
Iowa Tests of Basic Skills System Scores 1975-1979
Kansas Grade 11 Competency Based Testing Program
P5211.00 Testing Program, Pupil Services Division - Guidance and Pupil Evaluation
P5212.00 Pupil Evaluation, Pupil Services Division - Guidance and Pupil Evaluation
P5213.00 Report to Parents on Pupil Progress - Elementary and Secondary, Pupil Services Division - Guidance and Pupil Evaluation
P5214.00E Conference With Parents, Pupil Services Division - Guidance and Pupil Evaluation
P5215.00 Pupil Make Up Work, Pupil Services Division - Guidance and Pupil Evaluation
Standardized Testing in the Wichita Public Schools 1979-80
Wichita Public Schools Proficiency Test Results - December, 1979
Wichita Public Schools Summary of 1979 Advanced Placement Test Scores

Vocational Education (USD 259) Resource Materials:
WAVTS News, Vol. 2, No. 5, May, 1980
Report of Program Accountability to the Advisory Task Force, Division of Vocational and Continuing Education, Wichita Public Schools, June 19, 1980

Handouts at Meeting of August 21, 1980

Language Arts (USD 259) Resource Materials:
- Adopted Textbooks for Language Arts Education, Wichita Public Schools, Grades K-6
- Adopted Textbooks for Language Arts Education, Wichita Public Schools, Grades 7-9
- Adopted Textbooks for Language Arts Education, Wichita Public Schools, Grades 10-12
- Board Policy P6317.00 Time Allotments - Elementary, Curriculum Services Division
- Board Policy P6711.00 Language Arts, Curriculum Services Division
- The Composition Curriculum - The Composing Process for Grade 10 English/Language Arts
- I.T.B.S. Test Results Grades 3 and 4 Form 5, USD 259, Date Tested 4/79
- I.T.B.S. Test Results Grades 5 and 6 Form 5, USD 259, Date Tested 4/79
- I.T.B.S. Test Results Grade 9 Form 5, USD 259, Date Tested 12/78
- Language Arts Instruction - Current Major Emphases
- The National Council of Teachers of English, "Standards for Basic Skills Writing Programs," Urbana, Ill., March, 1979, p.p. 25-28
- Speech Communication Association, "SCA Guidelines for Minimal Competencies in Speaking and Listening for High School Graduates," Falls Church, Va.
- Speech Communication Association, "Standards for Effective Oral Communication Programs," Falls Church, Va.
- Standard for Evaluation for--Grades 7-9
- Standard for Evaluation for--Grades 10-12
- Tally Sheet for Writing Assessment
- Wichita Public Schools Writing Assessment

Social Studies (USD 259) Resource Materials:
- The Nature and Goals of the Social Studies
- Philosophy and Overall Objectives, Social Studies, USD 259
- Social Studies Curriculum Strands
  - Chart
  - General Objectives: "Citizenship and the Practical Aspects of Social Living," Primary Strands - I through V
  - Strand I - A Knowledge Base for Understanding Human Beings and Their Relationships With Their Environments
  - Strand II - A Positive Concept of Self
  - Strand III - The Ability to Use Thinking Data Processing, and Interpersonal Relations Skills
  - Strand IV - An Understanding of Values as They Relate to Individuals and Groups
  - Strand V - A Sense of and Commitment to Rational Participation
- Social Studies Task Force Priority Concerns List
- Student Learning Outcomes for the Social Studies
- Table of Contents - Project Business

Subcommittee Meeting Summaries:
- Language Arts Reading - July 9, 1980 Meeting
- Mathematics - July 15, 1980 Meeting
- Social Studies - July 9, 1980 Meeting
- Social Studies - July 21, 1980 Meeting
- Social Studies - August 4, 1980 Meeting
- Social Studies - August 14, 1980 Meeting
- Vocational Education - July 29, 1980 Meeting

Testing and Evaluation (USD 259) Resource Materials:
- Highlights of the Kansas Competency Based Education Testing Program, Pupil Services Division, August, 1980
- Rankings of Selected Public School Districts on Spring 1980 CBESA Program N-307, August, 1980

Material Sent With Advisory Task Force Minutes of August 21, 1980 Meeting

"Competency Vs. Competition," 10 Editorial, KAKE-TV, Wichita, Kansas, August 20, 1980

Directions for Review and Input Into Documents Relating to: (Lay Members Only)
- "Educational Platform"
- "Statement of Educational Philosophy," Wichita Public School System, August 6, 1973
- "Administrative Goals for 1980-81," Wichita Public Schools, December, 1979

Howard, Eugene R., Director, School Improvement and Leadership Unit, Colorado Department of Education, "A Brief Definition of Accountability/Accreditation Process," 1978-79 Annual Report: Overview of Educational Accountability in Colorado, Appendix B

"Interim Report Re Advisory Task Force for Program Accountability," Memo to John C. Frye, President, and Members of the Board of Education, USD 259, from Paul Lueker and Bill Dirks, August 27, 1980, With Attachments as Follows:
- Projected Schedules of Subcommittees:
  - Language Arts Composition - Letter from Raymond D. Crisp, Coordinator, August 26, 1980
  - Language Arts Reading - Memo from James G. Howell, Director, August 27, 1980
  - Mathematics - Memo from Ed Schroeder, Coordinator, August 27, 1980
  - Social Studies - Memo from Charles Thompson, Coordinator, August 28, 1980

"Professor Says Soviet Education Better Than U.S. in Science and Mathematics," ASCD (Association of Supervisors in Curriculum Development) Newsletter, August, 1980

Subcommittee Meeting Summaries:
- Language Arts Composition - July 31, 1980 Meeting
- Mathematics - August 21, 1980 Meeting

Handouts at Meeting of October 16, 1980

"CBE in Kansas is still an orphan," The Kansas Teacher, September 1980, pp. 12-14

Kansans' Attitudes Toward Education (KATE), Summary of Poll by Emporia State University in Cooperation with Kansas State Department of Education, Spring 1980 (four pages)

Members - Advisory Task Force for Program Accountability in the Wichita Public Schools (Revised October 1980)

Rombeck, Janice, "Educator: Parents Must Help," The Wichita Eagle and Beacon, Saturday, August 23, 1980

"Strategic Planning," Plymouth-Canton Community Schools, Plymouth, Michigan (four pages)

Subcommittees Advisory Task Force for Program Accountability in the Wichita Public Schools (Revised October 10, 1980)

Subcommittee Meeting Summaries:
- Evaluation and Testing - July 15, 1980 Meeting
- Evaluation and Testing - September 9, 1980 Meeting
- Language Arts Composition - September 9, 1980 Meeting
- Language Arts Composition - September 23, 1980 Meeting
- Mathematics - August 21, 1980 Meeting
- Mathematics - September 16, 1980 Meeting
- Social Studies Task Force Priority Concers List - August 8, 1980
- Social Studies - September 10, 1980 Meeting
- Social Studies - September 25, 1980 Meeting
- Social Studies - October 8, 1980 Meeting
- Vocational Education - July 29, 1980 Meeting
- Vocational Education - September 17, 1980

Wide Range Achievement Test (WRAT), Arizona Center for Educational Research and Development, TEEM Follow Through Program, Spring 1980

Material Sent With Advisory Task Force Minutes of October 16, 1980 Meeting

Memo from Bill Dirks, Chairperson, to Members of Advisory Task Force for Program Accountability Re November 20, 1980 Task Force Meeting

Subcommittee Meeting Summaries:
- Language Arts Reading - September 16, 1980 Meeting
- Language Arts Reading - October 2, 1980 Meeting

Handouts at Meeting of November 20, 1980

Accountability Report and Recommendations - Mathematics Subcommittee

Accountability Report and Recommendations - Reading Subcommittee

Accountability Report and Recommendations - Social Studies Subcommittee

Subcommittee Meeting Summaries:
- Evaluation and Testing - October 23, 1980 Meeting
- Language Arts Composition - October 14, 1980 Meeting
- Mathematics - October 23, 1980 Meeting
- Mathematics - November 11, 1980 Meeting
- Social Studies - October 30, 1980 Meeting

Tuchman, Barbara W., "The Decline of Quality," The New York Times Magazine, November 2, 1980, pp. 38-41, and 104

Ward, James G., "The News on Testing: The Good, the Bad, and the Useful," American Educator, Fall 1980 Edition, pp. 25-27

Material Sent With Advisory Task Force Minutes of December 11, 1980 Meeting

Steering Committee Minutes, Advisory Task Force for Program Accountability in the Wichita Public Schools, December 1, 1980

Special Mailing of December 19, 1980

Memo from Bill Dirks, Chairperson, to Members of Advisory Task Force for Program Accountability and Subcommittees, with attachments as follows:
- Schedule of Meetings
- Survey Form Adapted from "The 12th Annual Gallup Poll of the Public's Attitudes Toward the Pulbic Schools"

Handouts at Meeting of January 8, 1981

Memo from James G. Howell, Director of Reading to Accountability Task Force-Reading, Re "Revisions to Accountability Report-Reading (K-12)

Special Mailing of February 6, 1981

Memo from Bill Dirks, Chairperson, to Members of Advisory Task Force for Program Accountability and Subcommittees, with attachments as follows:
Compilation of results of Gallup Poll Survey

Handouts at Meeting of February 19, 1981

Dirks, Dr. A. W., "Legislation and Accountability," Excerpts from Speech Given at Meeting of Kansas Association of Secondary School Principals (KASSP), January 23, 1981

Interim Report of the Testing and Evaluation Subcommittee of the Accountability Task Force

Summary of the Report of the Language Arts - Composition Subcommittee of the Advisory Task Force for Program Accountability

Subcommittee Report of Vocational Education - Accountability Task Force

Special Mailing of March 12, 1981

Accountability Report and Recommendations - Language Arts - Composition Subcommittee

Accountability Report and Recommendations - Testing and Evaluation Subcommittee

Accountability Report and Recommendations (revised) - Vocational Education Subcommittee

Agenda for Meeting of March 31, 1981 of the Advisory Task Force for Program Accountability in the Wichita Public Schools

Handouts at Meeting of March 31, 1981

Shanker, Albert, "The Nonsense Of Attacking Educational Testing," Education Times, Monday, October 27, 1980

APPENDIX G

MINORITY REPORTS

Wichita Federation of Teachers

Local 725, American Federation of Teachers, AFL-CIO

324 East Harry
Wichita, Kansas 67211
(316) 262-0643

April 2, 1981

To the Board of Education of U.S.D. 259:

I will be out of town on the evening that the Accountability Task Force will present its report. Below are some comments that I would have made had I been able to be at the meeting.

Three of the subcommittees of the Task Force submitted reports that did the job the Task Force was charged with doing. The math. subcommittee, the vocational education subcommittee, and the testing subcommittee all examined accountability and limited their reports to the five areas outlined for us by Mr. Kirk.

I found the other three reports, from the reading, social studies, and composition subcommittees, less acceptable, and voted against their submission to the Board.

The report from the reading subcommittee is unacceptable because it contains recommendations that teachers be "required" to attend certain preservice and inservice activities. A recommendation that such requirements be made, without a corresponding recommendation for what the Board will do as a result of these new requirements is shortsighted. Inservice training beyond those days required by the teachers' employment agreement is currently voluntary. Any additional requirements must be sought by the Board at the bargaining table with the understanding that it might not get all that it seeks.

The reading subcommittee report also contains a recommendation that all junior highs go to a seven-period day. The subcommittee has recommended this without taking into consideration what such a change would do to the other programs currently in place in junior highs without a seven-period day and without considering the desires of the staff in the junior highs. The information that I have is that the staff at several of the junior highs with seven-period days would return to a six-period day if they could and that the staffs at the junior highs with six-period days are strongly resisting any change to a seven-period day.

The report of the social studies subcommittee contains a recommendation that a particular inservice program be made "mandatory" without indicating that they considered the implications of such a recommendation. Does "mandatory" mean that a teacher would be fired for not undergoing such training? If so, then this would be a gross change in teachers' contracts. This recommendation would require that all grade-level teachers in the elementary schools and all secondary social studies teachers take this training, without any consideration of the extent to which it is necessary for what they are teaching. Earlier this year the Board rejected the notion that it should set up a mandated course of study for all teachers. It should reject it again in this report.

The report of the composition subcommittee contains a recommendation for an accountability goal that I found unacceptable. As submitted to the entire Task Force, this goal stated "Involve the District Language Arts Coordinator in hiring English language arts teachers. Also, involve the department head at the secondary level." I have no objection to the first sentence. If the Board directs the Personnel Department to "involve" the Language Arts Coordinator in the hiring process, then this is an administrative matter being handled by administrators in carrying out Board policy. My objection is to the second sentence, which would involve secondary department heads in this process as well.

Teachers, including secondary department heads, are members of the teachers bargaining unit, and are not members of the administration. If there is anything that is clearly an administrative function, then hiring definitely is. Teachers are not paid on the administrators salary schedule, teachers do not have the privileges that administrators have, and teachers should not be doing administrators jobs. Further, it is inappropriate for one member of the bargaining unit to be placed in a position of hiring (or firing) another member of the unit.

I hope that the Board will keep these objections in mind as it considers what action to take based on these reports.

Sincerely,

Mark E. Ritchey

Mark E. Ritchey
President

MER:bs

NEA-WICHITA UNISERV / 906 GEORGE WASHINGTON DRIVE / WICHITA, KANSAS 67211

Telephone: (316) 685-2397

April 6, 1981

TO: John Frye, President
Board of Education
Unified School District No. 259

FROM: Donna R. Yeargan, President
NEA-Wichita

RE: NEA-Wichita Minority Report Submitted as a Part of the Accountability Task Force Committee Report

The purpose of the NEA-Wichita Minority Report on Accountability is to state NEA-Wichita's position regarding accountability, to make commendations where appropriate, to express the Association's disagreement with some sub-committee comments and/or recommendations, and to propose future directions related to accountability.

As a professional organization, the National Education Association, including its local, state, and national levels, strongly supports accountability. However, the Association recognizes that the term accountability, as applied to public education, is subject to varied interpretations. The Association maintains that educational excellence for each child is the objective of the education system. The Association believes that classroom teachers can be accountable only to the degree that they share responsibility in educational decision making and to the degree that other parties who share this responsibility--legislators, other government officials, school boards, administrators, parents, students, and taxpayers--are also held accountable (See NEA Resolution E-20).

NEA-Wichita commends all of the members of the Accountability Task Force Committee for the massive numbers of hours voluntarily devoted to the study of accountability, for the depth of the study, and for many of the highly valuable recommendations presented in the final report to the Board. Significant specific recommendations which the Association finds incompatible with achieving educational excellence are discussed at the end of this minority report.

The Association disagrees with both the scope of the charge given to the Accountability Task Force and its limited application. For clarification, the Board's charge follows:

1. Study and report to the Board of Education on methods currently used to measure the quality of education.
2. Report the validity of the measurement tools presently being used and how they can be improved.
3. State in quantitative terms what the current measurements reveal about the district's educational system.
4. Recommend accountability goals in quantitative measures that the district should seek over the next few years.
5. Determine who is responsible for qualitative education and what is being done to hold them accountable at each level within the district.

The scope of this charge in only a very limited way reflects the philosophy and purposes defined in the Educational Platform adopted in December 1980 by the Board. According to this document, the philosophy is that "education is a social function which maintains and perpetuates the development of society through (1) nurturing of individual potential, (2) the discovery and development of new knowledge and skills needed by each generation, (3) the maintenance of common language symbols, and (5) the examination of existing values and the consideration of possible alternatives for change. To this end education provides experiences designed to improve social institutions and qualities necessary for responsible and productive membership in society. Education is a continuous process providing opportunities throughout the individual's life to meet changing requirements for social effectiveness."

Further defined in this document are the purposes: "Education in the Wichita Public Schools shall serve the individual in the development of abilities by providing an appropriate learning environment in physical, mental, emotional, and cultural areas. Freedom to learn and a climate for the free and full exchange of ideas and opinions shall be sought in the educational process. Maximum educational opportunity for all shall be provided to maintain the integrity of individuals and groups." The philosophy and purposes are to be achieved by pupil goals expressed in nine (9) broad areas. For the record, NEA-Wichita strongly supports the Board's Educational Platform.

The Board's charge to the Accountability Task Force Committee in no ways reflects the broad and complex definition of education defined in the Educational Platform. Had the charge been placed within its larger context, the work of the committee and its subsequent report would more clearly define the limited nature of the study.

This problem was further compounded by the further limitation of the study. Although the Board's charge did not delineate specific areas of study, the Accountability Task Force Committee's study encompassed portions of only two of the nine areas listed in the Educational Platform as Pupil Goals and a section on testing and evaluation.

The Association recommends that the Board make very clear to its constituents, and especially to the media, the limited scope of the report, that the areas studied reflect only a portion of the Board's educational platform, and that the criteria for selection of the five areas of study were the time factor and the most easily measured areas of the educational process.

Another issue of grave concern is the emphasis on standardized test scores. Certainly, such scores are the most accessible, but the Association opposes their use for anything other than helping the learning process by helping the teacher teach and reporting to parents. The Association supports the position stated by the Testing and Evaluation Subcommittee.

The Association recommends that not only general but also specific results from testing be shared on a regular and timely basis with the appropriate school personnel. Currently, for example, the one copy of ITBS results identifying specific areas generally remains isolated in an administrator's or counselor's office and is not automatically sent to receiving schools and/or teachers. Such a procedure would allow teachers to make better use of the data currently possessed by the district.

Ironically, this report, which presents extensive data regarding student testing, focuses only peripherally on the most important part of the educational process--the student. Again, the Association recommends that the study be placed in its proper perspective and that a major part of that perspective is the learner--his interests, needs, learning style/s, motivation, ability, test anxiety level, attitude, testing condition/s, the teaching-learning-reporting moment/s, the student's understanding of the relevance between his performance on tests and his classroom learning experiences. All these factors, plus more, impact on student performance on tests which reflect only a limited measure of what a student learns.

The Task Force Committee's emphasis on uniformity, especially in textbooks, is also disturbing. Further, such recommendations seem incompatible with the Board's policy supporting alternative schools. Uniformity seems better placed on knowledge and skills goals rather than on specific commercial materials. Additionally, such uniformity restricts a teacher's freedom to teach and infringes on academic freedom--a contractual right of all professional employees protected by the Teachers Employment Agreement.

Both the Board and NEA-Wichita share a common goal: to provide quality education for each student in the Wichita Public Schools. Both the Board and NEA-Wichita support the concept of accountability. Teachers in this district want to be accountable; however, we must also be guaranteed a major voice in decisions regarding education and all other people involved in decision making and the education process must also be held accountable.

Therefore, NEA-Wichita submits the following recommendations for the Board's serious consideration.

1. Teachers be guaranteed the right to be partners in the decision making related to the educational process. Such a request should in no way be construed as any desire on the teachers' part to make decisions regarding managerial responsibilities.
2. The Board and Association jointly conduct a study involving representatives of all groups which impact on the educational process. The purpose of this study would be to clarify our areas of responsibility, to understand our interrelationships, to determine how each group can demonstrate accountability, and to communicate the findings both to the Board and the public.
3. The Board and Association jointly conduct a study of the Colorado model of accountability/accreditations which allows each school's constitutents to determine goals, set priorities, etc. If such a model is applicable to Wichita Public Schools, it could be implemented on a voluntary pilot basis.

4. The Board continue its efforts to provide the conditions necessary for optimal learning [i.e., a building administrator charged with the responsibility of providing the kind of learning context conducive to quality education; appropriate physical facilities; curriculum--with its complementary materials and equipment--which every student can learn; teachers who are willing and capable of teaching; students who are willing and capable of learning what they are taught; and parents who are supportive of education.

NEA-Wichita appreciates the opportunity to submit this minority report and thanks the Board for its serious consideration of the Association's comments and recommendation. NEA-Wichita is highly interested in quality education and wishes to do everything within its power to ensure the best education possible for each student enrolled in the Wichita Public Schools; therefore, if there are additional ways that the Association can be of assistance, please advise us.

Recommendations related to specific subcommittee reports follow on page five.

Recommendations from Several of the Subcommittees

1. Inservice
   The Association recommends that all inservice training--regardless of subject--be teacher planned and that such training should not be arbitrarily mandatory. Further, any teacher who can demonstrate proficiency should be allowed to do so.

2. Teacher Testing
   The Association opposes any form of competency testing--both because of the timing and because of the questionable validity of testing to determine quality teaching.

3. Teacher Rights
   The Association recommends that the Board not adopt any recommendation which infringes on teachers' rights guaranteed by law or contract.

4. Contract-related Issues
   The Association recommends that the Board not adopt any recommendation which embodies a subject/s which is negotiable.

Recommendations from specific discipline areas

Mathematics Subcommittee

1. Requiring an additional unit of credit in mathematics for high school graduation
   NEA-Wichita recommends that the Board determine the rationale for this recommendation. What problem exists? If students are not performing well as a result of one unit of credit, will two units improve their performance? More is not necessarily better. Or is the concern with the test results of ACT and SAT? A further question relates to the subsequent reduction in the number of elective credits available for students or the increase in the number of credits required for graduation. The Association recommends a thorough study before any changes are made.

2. The use of computer profiles
   When these profiles are used to improve the learning process, the Association supports their use. However, this data can be abused if it is isolated from the learner and used for comparison of schools, etc. The Association recommends that the Board clearly define the legitimate use of computer profiles if it chooses to support this recommendation.

3. The goal to "maintain or improve the standardized test scores"
   The Association recommends that the emphasis should be on improving the students' abilities in given discipline areas rather than on improving test scores. Further, if testing is going to be a priority of the district, the Board should provide educational experiences which help students to perform well on tests.

Reading Subcommittee

1. Pupil-Teacher Ratio
   The report refers to a 20:1 ratio suggesting that any twenty (20) students' needs would be comparable. The Association recommends that the Board establish a "weighted" procedure for determining the number of students in each class.

2. The Specificity of Time Allotted
   The Association recommends that emphasis should be placed on the quality of experiences rather than on a prescribed number of minutes.

3. The Definition of Reading Readiness
   The Association recommends that reading readiness be defined in its broadest context. For example, activities which enhance reading readiness occur in physical education experiences, in music experiences, in activities which increase attention span, etc. The Board needs to clearly define what is meant by reading readiness and if the one hundred minute concept is adopted, teachers need to know how these minutes can be used.

4. "Reading is the main medium for learning."
   The Association trusts that the Board recognizes that this statement is valid for a large segment of the student population. However, other media are used effectively in the learning process.

Social Studies Subcommittee

1. Additional Required Course Work for Students
   The Association believes that such a viewpoint suggests that the only way that citizenship, for example, can be learned is through a formal course. Citizenship should be integrated into all of a student's learning experiences at school. Further, the Board needs to consider the impact of requiring an additional social studies course on the student's opportunity to take elective courses.

2. Specific Number of Courses in Teacher Preparation
   The Association recommends that the Board discern the rationale for the discrepancy between the number of hours/credits/courses recommended for teachers at the junior high and senior high levels. Shouldn't the same level of proficiency be required by both?

3. Coordinating Hours
   The Association recommends that coordinators at all levels be guaranteed released time and that time should be used exclusively for coordinating activities, not administrative duties.

4. District Coordinators' Involvement in Selection of Teachers/Dept. Coord.
   The Association recommends that a thorough study be conducted regarding this recommendation. The ultimate factor in determining whether or not to adopt this policy should be: Which better enhances quality education for each student?

The Association is in basic agreement with the recommendations made by the Language Arts Subcommittee, the Evaluation and Testing Subcommittee, and the Vocational Education Subcommittee.